

Irving Independent School District



Keyes Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to empower all students to be life long learners, inspiring them to reach their maximum potential as confident critical thinkers, good citizens, and future leaders in a global community.

Vision

We are collaborative role models who inspire and motivate a passion for life long learning by instilling and personifying high ethical values.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Learning	9
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	16
Data Documentation for CNA	19
Improvement Planning Data	20
Accountability Data	20
Student Data: Assessments	20
Student Data: Student Groups	21
Goals	22
Goal 1 : In Irving ISD, each student will reach their highest potential and be college and c...	23
Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the present d...	31
Goal 3 : In Irving ISD, we will increase parent and community engagement in the city of Ir...	34
Goal Tables	37
RDA Strategies	38
Targeted Support Strategies	38
Additional Targeted Support Strategies	38
State Compensatory Education	40
Budget for Keyes Elementary School	41
Personnel for Keyes Elementary School	41
Title I Summary	42
Title I	43
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	43
1.1 Description of CNA Process	43
1.2 Location for Evidence of Multiple Meetings Held	44
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	44
2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	44
2.2 Stakeholders 1114(b)(2)	45
2.3 Description of Plan Availability, Format, and Language 1114(b)(4)	47
2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)	47
2.5 Statutorily Required Descriptions 1114(b)(7)(A)	48
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)	48
3.1 Location and Confirmation for Evaluation of Program Effectiveness Documenta...	48



Comprehensive Needs Assessment

Demographics

Summary

Based on the latest available data (2024-2025), Keyes Elementary in Irving ISD serves a highly diverse student population with significant representation of economically disadvantaged and English learner students:

- **Race/Ethnicity:**
 - Hispanic: 93.2%
 - African American: 4.4%
 - Asian American: 0.4%
 - Two or More Races: 0.8%
- **Economically Disadvantaged:** Approximately **95.6%** of students are identified as economically disadvantaged.
- **English Learners (EB/EL):** Roughly **65.6%** of students are current or monitored English learners.
- **Special Education:** **13.2%** of students receive special education services.
- **Continuous Enrollment & Mobility:** The campus has a high mobility rate with **21.2%**, with **74.4%** of students continuously enrolled year-to-year.

Strengths

Strong Cultural and Linguistic Diversity

- With approximately **93.2% Hispanic and 65.6% English Learners (EB/EL)**, Keyes has a rich bilingual community that provides opportunities for dual-language and culturally responsive instruction.
- This diversity can foster **multilingual communication skills** and cultural awareness among students and staff.

High Community Representation and Engagement Potential

- The large proportion of **economically disadvantaged families (95.6%)** often leads to strong community identity and shared experiences.
- This can be leveraged to build **family-school partnerships**, community-based learning, and wraparound services that address student needs holistically.

TELPAS Growth Momentum

- TELPAS data shows ongoing progress in English proficiency, with an increasing number of students moving toward **Advanced and Advanced High levels**.
- This reflects the **effectiveness of language acquisition supports** and indicates that EL students are successfully progressing toward reclassification.

Inclusive Support Systems

- Serving **13.2% Special Education students**, Keyes has established inclusion practices and intervention frameworks that can support diverse learners, including those with disabilities.

Stable Core Enrollment

- Despite some mobility, **74.4% of students remain continuously enrolled**, allowing for consistent implementation of multi-year instructional and intervention programs.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ TELPAS data shows 66% English learners, with 17% not meeting exit criteria.	Teachers need additional training and support in scaffolding lessons to simultaneously build content knowledge and language proficiency.
2 ★ Projected proficiency reports indicate that 38-48% of our subpops, including African American, Hispanic, and EL students, are not on track to meet STAAR expectations.	Inconsistent alignment between classroom instruction and STAAR rigor leading to gaps in critical thinking, problem-solving, and academic language.

★ = Priority

Student Learning

Summary

Overall STAAR Performance – Grades 3–5 Combined

Performance Level	Keyes Elementary	Irving ISD (District Avg)
Approaches	57%	56%
Meets	32%	29%
Masters	10%	11%
Domain 1 Score	33%	32%

Strengths

Our school has demonstrated commendable performance by surpassing the district average in several key areas. In the Approaches category, we have achieved a 57% success rate, which is notably higher than the district's average of 56%. This indicates that a significant portion of our students are meeting the foundational expectations set forth in their educational journey.

Furthermore, in the Meets category, our school has attained a 32% success rate, exceeding the district's average of 29%. This achievement reflects our commitment to ensuring that students not only meet but also exceed the standard academic requirements, showcasing their ability to grasp and apply the knowledge effectively.

Additionally, we have observed a positive trend in Domain 1, with a 3-point increase from the previous academic year, rising from 30% to 33%. This improvement highlights our ongoing efforts to enhance the quality of education and the effectiveness of our instructional strategies, ultimately leading to better student outcomes.

Strengths

- Above district average in:
 - Approaches (57%) vs. district's 56%
 - Meets (32%) vs. district's 29%
 - 3-point increase in Domain 1 from 2023–24 (from 30% to 33%).

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Only 32% of students are scoring at Meets or above in Reading .	Foundational Reading Skills Still Developing- students may not have built sufficient vocabulary, fluency, or comprehension to succeed on grade-level texts.
2 ★ Gaps in Higher-Order Thinking and Application.	Provided limited opportunities for students to grapple with rigorous, open-ended, or STAAR-aligned questions.
3 ★ Inconsistent Data-Driven Instruction for small groups.	There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.
4 ★ Only 24% of students are projected to be at Meets or Masters in K-2 MAP.	This indicates there are gaps in vocabulary, stamina, and text-based responses needed for 3rd-grade RLA STAAR success.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

- Standards-Aligned Core Instruction: Reading/Language Arts and Math instruction guided by TEKS and supported with NWEA MAP growth data and STAAR projections for targeted instruction.
- Dual Language & Bilingual Programs: Spanish-language assessments and instructional supports for English Learners, including TELPAS monitoring of language proficiency growth.
- Early Childhood Readiness: Pre-K Circle Progress Monitoring for early literacy, math, and social-emotional skills.
- Intervention & Acceleration: Small-group instruction and Tier II/Tier III interventions for students not meeting grade-level benchmarks.

Professional Development

- Ongoing teacher training in data-driven instruction, language development strategies for ELs, and differentiated instructional practices.
- Professional learning communities (PLCs) facilitate collaborative planning and analysis of student progress.
- Coaching and support for teachers in guided reading and math problem-solving approaches.

Leadership & Decision-Making

- Campus Leadership Team (administrators, instructional coaches, grade-level leads) meets regularly to analyze data and adjust instructional focus.
- Use of data meetings (e.g., reviewing STAAR and MAP projections) to make instructional and staffing decisions.
- Targeted Support and Improvement (TSI) status triggers collaborative planning with district leaders for subgroup performance improvement.

Communication

- Regular communication with staff through weekly meetings and PLCs.
- Family engagement: Bilingual parent outreach to support dual-language families and share academic progress.
- Data dashboards and reports used for transparent communication with teachers and stakeholders.

Organization, Scheduling, Support Services

- Flexible scheduling: Time allocated for interventions and enrichment blocks.
- Special education support: Dedicated services for students with IEPs.
- Student support teams coordinate behavior interventions and SEL programs.

Extracurricular/Cocurricular Opportunities

- After-school tutoring and academic clubs aimed at improving STAAR readiness.
- Bilingual family nights and literacy/math events to support home-school connections.

Technology Integration/Plan

- Technology-enhanced instruction: MAP testing, online literacy programs, and digital math platforms integrated into classrooms.
- Access to devices and digital tools to support blended learning and progress monitoring.

Strengths

Effective Programs and Processes – Strengths

1. Bilingual/ESL Program Implementation

Keyes Elementary demonstrated significant growth in English Learner progress, with 64 students reaching *Advanced High* on TELPAS in 2023–2024. Additionally, Grade 5 dual language students outperformed peers, with 28.3% achieving Meets and 10.9% reaching Masters on the projected STAAR Reading Spanish assessment. This reflects a strong instructional focus on language acquisition, academic vocabulary, and scaffolded comprehension strategies.

Strength Summary: Robust bilingual programming and ESL supports are accelerating language development and STAAR performance, especially in upper grades.

2. Early Childhood Instructional Foundations

Pre-K classrooms led by Ms. Maricela Raimundo and Ms. Maria Limon-Garcia posted high performance in Circle Progress Monitoring domains, including Rapid Letter Naming, Vocabulary, Phonological Awareness, and Math Readiness. These results show that foundational literacy and numeracy skills are being established effectively.

Strength Summary: The Pre-K program is successfully preparing students for early academic success through intentional literacy and numeracy instruction.

3. Improvement in Academic Outcomes Through Data Use

Keyes Elementary increased its STAAR Domain 1 score from 30% in 2023–2024 to 33% in 2024–2025. This growth reflects more targeted instructional decisions and intervention efforts across the campus. Grade 5, in particular, showed stronger performance in both Reading and Math, suggesting effective use of data, assessments, and reteach protocols at that level.

Strength Summary: Use of student performance data is beginning to influence planning and intervention, especially in Grade 5.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Need for deeper training in scaffolding for ELs and intervention strategies for students below grade level.	Professional development has not consistently focused on building teacher capacity to integrate language scaffolds and evidence-based intervention practices during core instruction and small-group support.
2 ★ Student writing performance in grades 3-5 is below expectations, as indicated by MAP assessments and STAAR projections.	Writing instruction lacks consistency and depth across grade levels, with limited opportunities for extended writing practice.
3 ★ Despite frequent data reviews, instructional adjustments at the classroom level are not effectively accelerating student growth.	Data review processes lack structured, actionable systems (e.g., immediate reteach protocols, progress monitoring tools, and feedback loops) .

★ = Priority

Perceptions

Summary

Surveys, Interviews, and Focus Groups

- Limited survey and interview data are available in the current reports.
- Anecdotal evidence (from parent participation levels and workshop attendance) suggests **moderate engagement** with room for growth in academic understanding and home support.

Parent Engagement Evaluations, Feedback & Participation

- **Strength:** Bilingual communication ensures information reaches most families. Family events and bilingual academic nights are offered.

Culture, Climate, Values, and Beliefs

- **Positive Climate:** SEL assessments in Pre-K show high scores (87–89%) in positive social behaviors and classroom community.
- **Beliefs:** Staff and leadership are committed to improving subgroup performance and language acquisition (reflected in TSI improvement planning).

Community Partnerships and Volunteer Data

- Existing community resources provide some support services, but partnership data is limited.
- **Opportunity:** Expand partnerships for academic mentoring, after-school programs.

Staff Surveys and Feedback

- Not explicitly reported, but CIP and leadership processes indicate ongoing staff collaboration through PLCs and leadership meetings.

Communication Data

- **Strength:** Effective bilingual communication channels with parents and staff.

Staff Retention

- No specific turnover data provided.
- **Observation:** PD, coaching, and leadership efforts indicate retention is a focus; additional data collection would clarify trends.

Strengths

Strengths

- Bilingual communication ensures that information reaches a majority of families.
- SEL assessments show strong positive classroom climate and social-emotional behaviors (87–89% positive scores).
- Collaborative leadership and PLC processes allow staff to meet regularly to discuss data and instructional adjustments.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Low family participation in tutoring sessions limits at-home academic support.	Families lack sufficient training and resources to support learning at home and understand academic expectations.
2 ★ Student achievement at the Meets and Masters levels remains low, indicating a need for a stronger culture of high academic expectations.	Expectations for student performance and accountability are not uniformly communicated or reinforced across all grade levels.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Only 32% of students are scoring at Meets or above in Reading .

Foundational Reading Skills Still Developing- students may not have built sufficient vocabulary, fluency, or comprehension to succeed on grade-level texts.

2
★

Projected proficiency reports indicate that 38-48% of our subpops, including African American, Hispanic, and EL students, are not on track to meet STAAR expectations.

Inconsistent alignment between classroom instruction and STAAR rigor leading to gaps in critical thinking, problem-solving, and academic language.

3
★

Only 24% of students are projected to be at Meets or Masters in K-2 MAP.

This indicates there are gaps in vocabulary, stamina, and text-based responses needed for 3rd-grade RLA STAAR success.

4
★

Student writing performance in grades 3-5 is below expectations, as indicated by MAP assessments and STAAR projections.

Writing instruction lacks consistency and depth across grade levels, with limited opportunities for extended writing practice.

5
★

TELPAS data shows 66% English learners, with 17% not meeting exit criteria.

Teachers need additional training and support in scaffolding lessons to simultaneously build content knowledge and language proficiency.

6
★

Need for deeper training in scaffolding for ELs and intervention strategies for students below grade level.

Professional development has not consistently focused on building teacher capacity to integrate language scaffolds and evidence-based intervention practices during core instruction and small-group support.

7
★

Despite frequent data reviews, instructional adjustments at the classroom level are not effectively accelerating student growth.

Data review processes lack structured, actionable systems (e.g., immediate reteach protocols, progress monitoring tools, and feedback loops) .

8
★

Gaps in Higher-Order Thinking and Application.

Provided limited opportunities for students to grapple with rigorous, open-ended, or STAAR-aligned questions.

9
★

Inconsistent Data-Driven Instruction for small groups.

There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.

10
★

Student achievement at the Meets and Masters levels remains low, indicating a need for a stronger culture of high academic expectations.

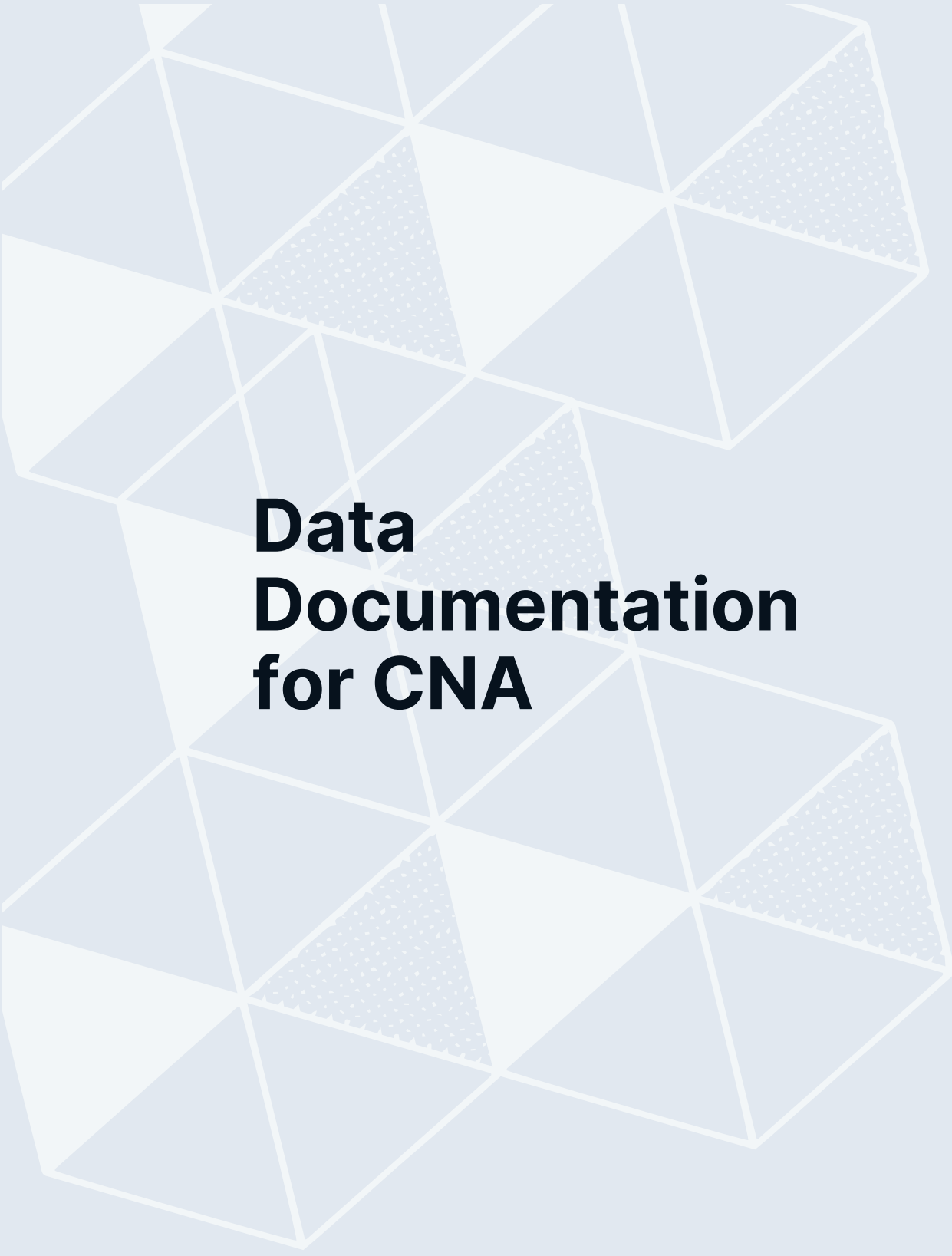
Expectations for student performance and accountability are not uniformly communicated or reinforced across all grade levels.

11
★

Low family participation in tutoring sessions limits at-home academic support.

Families lack sufficient training and resources to support learning at home and understand academic expectations.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ 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
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data

- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data



Goals

Goal 1

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

Performance Objective 1

By end of May 2026, we will increase in 5th grade math STAAR by 15% in meets and masters.

Evaluation Data Source: End of module assessments and STAAR interim

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

The leadership team will monitor students' progress through mid and end of module assessments, exit tickets, STAAR interim, and MAP to drive targeted intervention and to reteach until mastery is shown.

Strategy's Expected Result/Impact: Student achievement will be targeted through small group intervention and exit tickets to track essential TEKS and close academic gaps.

Staff Responsible for Monitoring: Administration, instructional team (academic specialist and interventionist)

Problem Statements: Student Learning 3

Funding Sources: 211 - Title I-A, , 199 - General Funds,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

July

Strategy 2

The fifth-grade team will utilize their essential TEK tracker to adjust instruction ensuring that students who struggle on specific essential standards are provided intervention to ensure mastery in their learning.

Strategy's Expected Result/Impact: Student achievement will be targeted through small group intervention and exit tickets to track essential TEKS and close academic gaps.

Staff Responsible for Monitoring: Administration, instructional team (academic specialist and interventionist)

Problem Statements: Student Learning 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

Some Progress

November

February

April

July

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Inconsistent Data-Driven Instruction for small groups.

There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.

Performance Objective 2

We will increase in 5th, 4th, and 3rd grade reading STAAR by 15% in meets and masters.

Evaluation Data Source: End of module assessments and STAAR Interim.

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

The leadership team will monitor students' progress through mid and end of modules assessments, exit tickets, STAAR interim and MAP to drive targeted intervention and to reteach until mastery is shown.

Strategy's Expected Result/Impact: Student achievement will be targeted through small group intervention and exit tickets

Staff Responsible for Monitoring: Administration, instructional team (academic specialist and interventionist)

Problem Statements: School Processes & Programs 3 - Perceptions 2

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

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

February

April

July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Despite frequent data reviews, instructional adjustments at the classroom level are not effectively accelerating student growth.

Data review processes lack structured, actionable systems (e.g., immediate reteach protocols, progress monitoring tools, and feedback loops) .

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Student achievement at the Meets and Masters levels remains low, indicating a need for a stronger culture of high academic expectations.

Expectations for student performance and accountability are not uniformly communicated or reinforced across all grade levels.

Performance Objective 3

Approximately 70% of our GT students will increase by at least 3 RIT points on MOY MAP.

Evaluation Data Source: MOY Map Scores

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

☒ **Results Driven Accountability**

We will continuously monitor MAP Data. Students will also have ownership over their MAP data by setting goals and utilizing the data walls in the classroom.

Staff Responsible for Monitoring: Administration, instructional team (academic specialist and interventionist)

Problem Statements: Demographics 2 - Student Learning 4

Funding Sources: 211 - Title I-A,

Formative Reviews

Some Progress

Strategy 2

Teachers will utilize MAP data to create small groups

Strategy's Expected Result/Impact: Meet MAP goal by addressing targeted TEKS

Staff Responsible for Monitoring: Administration, instructional team (academic specialist and interventionist)

Problem Statements: Demographics 2 - Student Learning 2, 3

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

July

Strategy 3

We will increase GT students from meets to masters to 15%

Strategy's Expected Result/Impact: MOY masters scores increase

Staff Responsible for Monitoring: Administration, instructional team (academic specialist and interventionist)

Problem Statements: School Processes & Programs 2

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Projected proficiency reports indicate that 38-48% of our subpops, including African American, Hispanic, and EL students, are not on track to meet STAAR expectations.	Inconsistent alignment between classroom instruction and STAAR rigor leading to gaps in critical thinking, problem-solving, and academic language.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Gaps in Higher-Order Thinking and Application.	Provided limited opportunities for students to grapple with rigorous, open-ended, or STAAR-aligned questions.
3 Inconsistent Data-Driven Instruction for small groups.	There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.
4 Only 24% of students are projected to be at Meets or Masters in K-2 MAP.	This indicates there are gaps in vocabulary, stamina, and text-based responses needed for 3rd-grade RLA STAAR success.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Student writing performance in grades 3-5 is below expectations, as indicated by MAP assessments and STAAR projections.	Writing instruction lacks consistency and depth across grade levels, with limited opportunities for extended writing practice.

Performance Objective 4

There will be a minimum increase of 10% in Academic Achievement on Math and Reading STAAR for our Hispanic student group .

Evaluation Data Source: MAP, STAAR Interim, unit assessments, and benchmark data

Strategy 1 ☒ Targeted Support Strategy ☒ Results Driven Accountability

Utilize data from assessments (formative, summative, and benchmark) to have one-on-one coaching conversations with teachers to make timely adjustments to teaching strategies.

Staff Responsible for Monitoring: Administration, instructional team (academic specialist and interventionist)

Problem Statements: School Processes & Programs 1, 3

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

July

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

☒ **Results Driven Accountability**

Implement intervention programs (such as Response to Intervention - RTI) for students who are identified as at-risk using current data to target specific essential skills that have not yet been mastered.

Staff Responsible for Monitoring: Administration, instructional team (academic specialist and interventionist)

Problem Statements: Student Learning 3

Funding Sources: 211 - Title I-A,

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

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Inconsistent Data-Driven Instruction for small groups.	There is a need for more targeted small group instruction, reteach protocols, and small group progress monitoring.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Need for deeper training in scaffolding for ELs and intervention strategies for students below grade level.	Professional development has not consistently focused on building teacher capacity to integrate language scaffolds and evidence-based intervention practices during core instruction and small-group support.
3 Despite frequent data reviews, instructional adjustments at the classroom level are not effectively accelerating student growth.	Data review processes lack structured, actionable systems (e.g., immediate reteach protocols, progress monitoring tools, and feedback loops) .

Performance Objective 5

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)

Evaluation Data Source: Circle data

Strategy 1

Review BOY, MOY, and EOY to confirm we have achieved 5% growth.

Strategy's Expected Result/Impact: coaching conversations and walkthrough data

Staff Responsible for Monitoring: admin team, instructional team

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

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Only 32% of students are scoring at Meets or above in Reading .	Foundational Reading Skills Still Developing-students may not have built sufficient vocabulary, fluency, or comprehension to succeed on grade-level texts.
2 Gaps in Higher-Order Thinking and Application.	Provided limited opportunities for students to grapple with rigorous, open-ended, or STAAR-aligned questions.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Despite frequent data reviews, instructional adjustments at the classroom level are not effectively accelerating student growth.	Data review processes lack structured, actionable systems (e.g., immediate reteach protocols, progress monitoring tools, and feedback loops) .

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 will grow teacher leaders by offering opportunities for leadership throughout the year and retain 90-100% of our faculty by May 2026.

Evaluation Data Source: End of year turnover rate.

Strategy 1

The leadership team will implement coaching cycles through out the year.

Strategy's Expected Result/Impact: To establish a strong sense of leadership and commitment among the teaching staff, by offering opportunities for leadership throughout the year, teachers will feel valued and gain experience in leadership roles.

Staff Responsible for Monitoring: instructional team and administration

Problem Statements: School Processes & Programs 3

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Despite frequent data reviews, instructional adjustments at the classroom level are not effectively accelerating student growth.	Data review processes lack structured, actionable systems (e.g., immediate reteach protocols, progress monitoring tools, and feedback loops) .

Performance Objective 2

95% of teachers will report feeling supported and valued in their profession

Evaluation Data Source: Feedback sessions

Strategy 1

The leadership team will provide coaching to help teachers grow in their profession.

Strategy's Expected Result/Impact: Teachers will feel supported and valued

Staff Responsible for Monitoring: Administration team

Problem Statements: Demographics 1

Funding Sources: 211 - Title I-A,

Formative Reviews

Some Progress

November

February

April

July

Strategy 2

Teachers will receive instructional coaching support and guidance with lesson internalization from ESC-10 Bluebonnet Reading, Bluebonnet Math and campus coaches.

Strategy's Expected Result/Impact: Teachers will be able to implement the curriculum effectively.

Staff Responsible for Monitoring: Administration team and Interventionist

Problem Statements: Demographics 1

Funding Sources: 211 - Title I-A,

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	TELPAS data shows 66% English learners, with 17% not meeting exit criteria.	Teachers need additional training and support in scaffolding lessons to simultaneously build content knowledge and language proficiency.

Performance Objective 3

Decrease the number and percentage of students who are chronically absent from 10 % to 5% by May 2026.

Evaluation Data Source: weekly attendance meeting

Strategy 1

Parent communication and home visits

Strategy's Expected Result/Impact: Students attendance will increase

Staff Responsible for Monitoring: attendance committee

Problem Statements: Perceptions 1

Funding Sources: 199 - General Funds,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Low family participation in tutoring sessions limits at-home academic support.	Families lack sufficient training and resources to support learning at home and understand academic expectations.

Goal 3

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

Performance Objective 1

We will achieve a 90% satisfaction rate among students, parents and staff regarding safety as measured in annual climate survey of 25-26.

Evaluation Data Source: Staff, student, and parent climate survey

Strategy 1

Parents, staff, and students, will have clear communication and conduct regular guidance on anti-bullying, emergency response protocols, and conflict resolutions skills.

Strategy's Expected Result/Impact: Staff, parents, and students, will feel safe on campus.

Staff Responsible for Monitoring: administration and counselors

Problem Statements: Perceptions 1

Funding Sources: 199 - General Funds,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

July

Strategy 2

Campus counselors will have Parent Counselor Corner meetings on topic such as attendance, post secondary education, and student success initiatives throughout the year.

Strategy's Expected Result/Impact: Increase parent involvement.

Staff Responsible for Monitoring: Counselors and Administration

Problem Statements: Perceptions 1

Funding Sources: 211 - Title I-A, , 199 - General Funds,

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Low family participation in tutoring sessions limits at-home academic support.

Families lack sufficient training and resources to support learning at home and understand academic expectations.

Performance Objective 2

Decrease the number of discretionary referrals for Hispanic students from 10% to 5% by May 2026.

Evaluation Data Source: PEIMS reports

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

PBIS system will be implemented throughout the year

Strategy's Expected Result/Impact: Decrease the number of referrals

Staff Responsible for Monitoring: administrators

Problem Statements: Perceptions 2

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Student achievement at the Meets and Masters levels remains low, indicating a need for a stronger culture of high academic expectations.

Expectations for student performance and accountability are not uniformly communicated or reinforced across all grade levels.

Performance Objective 3

Parent liaison will have parent involvement classes once a month for example, technology classes, coffee with the principal, all pro dads, muffins with mom

Evaluation Data Source: kinvolved messages, parent flyers

Strategy 1

Parent liaison communicates with parents weekly throughout the school year

Strategy's Expected Result/Impact: Parents will be informed of campus events and Keyes community

Staff Responsible for Monitoring: admin team

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Low family participation in tutoring sessions limits at-home academic support.	Families lack sufficient training and resources to support learning at home and understand academic expectations.



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	The leadership team will monitor students' progress through mid and end of module assessments, exit tickets, STAAR interim, and MAP to drive targeted intervention and to reteach until mastery is shown.
1	2	1	The leadership team will monitor students' progress through mid and end of modules assessments, exit tickets, STAAR interim and MAP to drive targeted intervention and to reteach until mastery is shown.
1	3	1	We will continuously monitor MAP Data. Students will also have ownership over their MAP data by setting goals and utilizing the data walls in the classroom.
1	4	1	Utilize data from assessments (formative, summative, and benchmark) to have one-on-one coaching conversations with teachers to make timely adjustments to teaching strategies.
1	4	2	Implement intervention programs (such as Response to Intervention - RTI) for students who are identified as at-risk using current data to target specific essential skills that have not yet been mastered.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	The leadership team will monitor students' progress through mid and end of module assessments, exit tickets, STAAR interim, and MAP to drive targeted intervention and to reteach until mastery is shown.
1	2	1	The leadership team will monitor students' progress through mid and end of modules assessments, exit tickets, STAAR interim and MAP to drive targeted intervention and to reteach until mastery is shown.
1	3	1	We will continuously monitor MAP Data. Students will also have ownership over their MAP data by setting goals and utilizing the data walls in the classroom.
1	4	1	Utilize data from assessments (formative, summative, and benchmark) to have one-on-one coaching conversations with teachers to make timely adjustments to teaching strategies.
1	4	2	Implement intervention programs (such as Response to Intervention - RTI) for students who are identified as at-risk using current data to target specific essential skills that have not yet been mastered.
3	2	1	PBIS system will be implemented throughout the year

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	The leadership team will monitor students' progress through mid and end of module assessments, exit tickets, STAAR interim, and MAP to drive targeted intervention and to reteach until mastery is shown.
1	2	1	The leadership team will monitor students' progress through mid and end of modules assessments, exit tickets, STAAR interim and MAP to drive targeted intervention and to reteach until mastery is shown.
1	3	1	We will continuously monitor MAP Data. Students will also have ownership over their MAP data by setting goals and utilizing the data walls in the classroom.
1	4	2	Implement intervention programs (such as Response to Intervention - RTI) for students who are identified as at-risk using current data to target specific essential skills that have not yet been mastered.
3	2	1	PBIS system will be implemented throughout the year



State Compensatory Education

State Compensatory

Budget for Keyes Elementary School

Total SCE Funds: \$37,960.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

With additional personnel in the classroom they can reinforce lessons taught by the lead teacher, offering additional explanations, guid practice, and hands-on activities. This supplemental instruction can help students be successful.

Personnel for Keyes Elementary School

Name	Position	FTE
Odila Quintero	Paraprofessional	1



Title I Summary

Title I

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

1.1 Description of CNA Process

Comprehensive Needs Assessment (CNA) Process – Keyes Elementary

At Keyes Elementary, the Comprehensive Needs Assessment (CNA) process is a collaborative and data-driven effort designed to identify strengths, challenges, and priorities for continuous improvement. The CNA serves as the foundation for campus planning and ensures alignment with district goals and student needs.

1. Data Collection & Analysis

The CNA process begins with the collection of multiple data sources, including:

- STAAR and local assessment results
- Attendance and discipline reports
- TELPAS and language proficiency data
- Parent, student, and staff surveys
- Demographic and program participation data

Campus leadership teams, including grade-level representatives, instructional coaches, and specialists, analyze this data to identify trends and performance gaps.

2. Stakeholder Involvement

Keyes Elementary ensures broad stakeholder input by engaging:

- Teachers and staff through PLCs and faculty meetings
- Parents via surveys and site-based decision-making committees
- Students through classroom feedback and goal-setting activities

This inclusive approach ensures that the CNA reflects the diverse perspectives of the school community.

3. Needs Identification

Based on the data review, the team identifies priority needs across the following domains:

- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Engagement
- Demographics and Program Effectiveness

Each need is supported by evidence and linked to specific data points.

4. Root Cause Analysis

The team conducts root cause analysis to understand underlying factors contributing to identified needs. This step ensures that improvement strategies address the true source of challenges rather than symptoms.

5. Goal Setting and Planning

Findings from the CNA directly inform the development of the Campus Improvement Plan (CIP). Goals are:

- SMART (Specific, Measurable, Achievable, Relevant, Time-bound)
- Aligned with district priorities and TEA requirements
- Supported by targeted strategies and progress monitoring tools

1.2 Location for Evidence of Multiple Meetings Held

1. Campus Improvement Plan (CIP) Folder

- Include sign-in sheets, agendas, and meeting minutes.
- Label folders by date or topic (e.g., “CNA Meeting – Sept 12”).

2. Shared Digital Drive (Google Drive, OneDrive, etc.)

- Create a folder titled “**CNA Documentation 2025–2026**”.
- Subfolders for:
 - Meeting Agendas
 - Sign-in Sheets
 - Notes/Minutes
 - Data Review Summaries

3. Eduphoria or District Planning Platform

- Upload meeting evidence under the CNA or CIP planning sections.
- Use tags or notes to indicate stakeholder involvement and frequency.

4. Campus Improvement Committee Records

- Include minutes and any decisions made related to needs assessment.

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

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

Here's a timeline for schoolwide Campus Improvement Plan (CIP) development that aligns with district and TEA expectations.

Campus Improvement Plan (CIP) Development Timeline – Keyes Elementary May – June (Prior School Year)

- **Review current CIP outcomes**
- Collect end-of-year data (STAAR, local assessments, attendance, discipline)
- Begin preliminary needs assessment discussions
- Survey staff, parents, and students for feedback

July – August

- **Conduct Comprehensive Needs Assessment (CNA)**
 - Analyze academic, demographic, and program data
 - Identify priority needs and root causes
- Hold leadership team and SBDM meetings to review CNA findings
- Draft initial goals and strategies based on CNA

September

- Finalize CIP goals, strategies, and performance objectives
- Align CIP with district priorities and federal/state requirements
- Submit CIP for district review and approval
- Share CIP with staff and stakeholders

October – May (Implementation Phase)

- Implement strategies and monitor progress
- Conduct regular data reviews (monthly or quarterly)
- Adjust strategies as needed based on formative data
- Document evidence of implementation and impact

April – May (End-of-Year Review)

- Evaluate CIP effectiveness
- Gather stakeholder feedback
- Begin planning for next year's CNA and CIP cycle

2.2 Stakeholders 1114(b)(2)

Keyes 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

- Principal
- Assistant Principal(s)
- Instructional Coaches
- Counselor(s)

2. Grade-Level Teachers

- Representatives from each grade level
- Special education teachers
- ESL/bilingual teachers

3. Support Staff

- Librarian
- Interventionists
- Paraprofessionals (as applicable)

4. Parents & Guardians

- Parent representatives from the PTA/PTO
- Members of the Site-Based Decision Making (SBDM) Committee

5. Students

- Student council members (upper grades)
- Student feedback through surveys or classroom discussions

6. Community Members

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

7. District Personnel

- District curriculum specialists
- Federal programs coordinator
- Accountability or data analyst

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)

Campus Improvement Plan Availability – Keyes Elementary

The Campus Improvement Plan (CIP) is made available to all stakeholders in both **digital and printed formats** to ensure accessibility and transparency.

Format:

- **Digital Copy:** Posted on the school website under the “About Us” or “Accountability” section.
- **Printed Copy:** Available in the front office and campus library upon request.
- **Meeting Presentation Format:** Shared during Site-Based Decision Making (SBDM) meetings, parent nights, and staff development sessions.

Language:

- The CIP is provided in **English and Spanish**, reflecting the primary languages spoken by families in the Keyes Elementary community.
- Additional translations may be available upon request to support multilingual families.

Accessibility:

- Stakeholders are informed of the CIP’s availability through newsletters, campus announcements, and parent communication platforms (e.g., ClassDojo, Remind).
- Staff members review the CIP during professional development to ensure alignment with instructional goals.

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

Description of Plan Coordination – Keyes Elementary

The Campus Improvement Plan (CIP) at Keyes Elementary is strategically coordinated with district initiatives, federal and state programs, and campus-level priorities to ensure a unified approach to student success.

1. Alignment with District Goals

- The CIP reflects district-wide priorities such as literacy development, academic growth, and equitable access to resources.
- Campus goals are developed in collaboration with district specialists to ensure consistency and support.

2. Integration of Federal and State Programs

- The CIP incorporates requirements and strategies from:
 - **Title I, Part A** (Improving Basic Programs)
 - **Title III** (Language Instruction for English Learners)
 - **Special Education Services**
 - **Bilingual/ESL Programs**
- Funding sources are coordinated to avoid duplication and maximize impact.

3. Coordination with Campus Initiatives

- The CIP supports ongoing campus efforts such as:
 - PLCs (Professional Learning Communities)
 - RTI (Response to Intervention)
 - SEL (Social-Emotional Learning)
 - Technology integration and digital learning

4. Stakeholder Collaboration

- Teachers, parents, and community members contribute to the planning process through the Site-Based Decision Making (SBDM) Committee.
- Feedback from surveys and meetings is used to refine goals and strategies.

5. Monitoring and Adjustments

- The CIP is reviewed regularly to ensure alignment with evolving needs.
- Adjustments are made based on formative data, stakeholder input, and program evaluations.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Ailicec Diaz	Interventionist		
Ashton Griggs	Interventionist		
Maria Martinez	Parent Liaison		



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

