

Irving Independent School District



Brandenburg Elementary School

Accountability Rating: C

Distinction Designation:

Academic Achievement in Science, Top 25 Percent:

Comparative Academic Growth

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to sustain a positive, engaging learning environment for every child, every day, whatever it takes!

Vision

Brandenburg Elementary will empower critical thinkers through exploration and collaboration to become innovative leaders in a global society.

Value Statement

Collective Commitments: To achieve the vision, we describe in our vision statement, our staff will adhere to the following collective commitments.

1. We will provide a welcoming and safe environment for students, parents, staff. Additionally, we will celebrate the cultural diversity of our student body and community.
2. We will model life-long learning by taking advantage of professional development opportunities and having a growth mindset.
3. We will provide a challenging, rigorous, and developmentally appropriate curriculum that addresses individual student needs, is focused on academic growth.
4. We will use assessment information not only to monitor student growth but also to guide our instruction and to inform parents and students of progress.
5. We will support each other as contributing members of a collaborative team.
6. We will work together to achieve our SMART goals.
7. We will encourage the parents to understand that education is an active partnership between the school and its community by providing resources and strategies to help students succeed.

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Comprehensive Needs Assessment

Demographics

Summary

Brandenburg Elementary will empower critical thinkers through exploration and collaboration to become innovative leaders in a global society. At Brandenburg we will sustain a positive, engaging learning environment for every child, every day, whatever it takes. Brandenburg has been proud to serve as the district's largest Dual Language school. Brandenburg originally opened in for 1966 and was remodeled in 1993. In addition to our robust Dual Language program, We also offer ESL content based for parents who choose this option for grades PK4-5.

Brandenburg Elementary serves 896 students in grades PK4 through 5th, about 45 fewer than projected for the 2025–2026 school year. Enrollment is balanced across grade levels, with the largest group in Fourth grade (159 students) divided between 8 teachers. The student body is predominantly Hispanic (86.6%), with nearly 81% identified as economically disadvantaged and 74.69% as at risk. A large majority (63.72%) are emergent bilinguals, served through the dual two-way bilingual program, ESL, or alternative programs. Other special populations include 16.46% identified as Gifted and Talented, 14.78% receiving Special Education services, 1.46% with 504 plans, and 5.26% with dyslexia. Parent involvement is strong, with families actively participating in school events and supported by community partners who provide resources and services. Most students live within the attendance zone, and almost all arrive by car or walking since bus transportation is not offered. Behavior incidents are low overall, with 29 ISS/OSS cases last year. There was a significant reduction in behavior incidents from 42 the previous year (2023-2024). Attendance remains a priority, with ADA increasing from 96% in 2023-2024 to 96.6% in 2024–2025, largely due to administrative and teacher focus on communicating attendance concerns, campus wide attendance incentives, and MTSS attendance action plans. Staff are highly experienced, with 48.27% of teachers having more than six years of teaching experience, and the majority of teachers (82.6%) share the same Hispanic background as the community they serve. Overall, Brandenburg is known for being a sought-after campus. Our school offers robust academic programs including Gifted & Talented programs (separated for monolingual and dual language learners), fine arts integration (music, drama, and art), and the addition of a STEM class in the special's rotation.

Strengths

Two-way dual language, GT, Fine arts (Drama, music, and art) and STEM class to the specials rotation; we separated monolingual GT and Dual language GT

Brandenburg's mobility rate has decreased over the past year

- 21-22 12.48%
- 22-23 13.44%
- 23-24 15.72%.
- 24-25 12.14%

We get a high influx of students due to transfers, our dual language program, our fine arts program, and distinctions. We are a sought after school.

We have a variety of attendance incentives as well as an attendance team actively working to reduce tardiness, truancy, and absences. Our 23/24 attendance improved 2% from 94% to 96%. Our 24/25 attendance improved from 96% to 96.6%.

Strong parental engagement: Families consistently attend events such as Meet the Teacher Night, Open House, Friendship Dance, Trunk-or-Treat, Chuck-E- Cheese PTO fundraiser, School Play, Grade Level

Performances, math/science/reading nights, awards assemblies, Career Day, All Pro Dads classes, Parent Education classes, and Field Day.

Active community partnerships: Organizations such as Plymouth Park United Methodist Church, Pizza Hut, Christ Church, provide backpacks, school supplies, incentives, and resources that directly support student and school success.

Experienced and diverse staff: 48.27% of teachers have more than 6 years of experience with 82.6% Hispanic representation—mirroring and supporting the student population.

Program alignment to student needs: Two-way Bilingual, GT, Special Education, Dyslexia, and Fine Arts programs are well-matched to the needs and interests of the community.

Low discipline concerns: Only 29 ISS/OSS incidents were recorded in 2024–25, which is 13 less than the previous year and lower than district averages and indicates a positive learning climate.

As the dual language program expands to incorporate all grade levels, we've adjusted our staff needs accordingly.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our ADA failed to meet our goal of 97% in 2024-2025. We primarily missed our goal due to 138 students (14.57% of our population) with more than 10 absences.	Current attendance procedures have not effectively reduced excessive absences. Inconsistent parent and student awareness of the academic impact of absences, combined with limited targeted interventions for students with chronic or near chronic absenteeism has contributed to the campus not reaching the 97% attendance goal. Low student attendance directly impacts student performance.
2 ★	About 6.9% of our teaching staff are not fully certified and they require support system's to help them get fully certified and be successful in their teaching assignments.	There is a general shortage of certified teachers that leads to hiring TCS to fill the vacancies.
3 ★	SPED student subpopulation continues to underperform in STAAR Math and Reading.	There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
4 ★	Our high focus groups (African American, Hispanic, Economically Disadvantaged, Continuously enrolled students) fell short of the growth target for math at 33% by nine points.	. Our math intervention systems need to be refined to target numeracy skills, mathematical concepts, and problem-solving.

★ = Priority

Student Learning

Summary

For 2025, Brandenburg Elementary earned a C rating with a combined score of 79%, increasing from a combined score of 78% in 2024. Although the campus stayed the same in Domain I (Student Achievement, 67 scale score). Domain IIA improved from 79 to 82 scale score. In Domain IIB improved from 70 to 72 scale score. In Domain III we decreased in Closing the Gaps from 77 to 73 scale points.

Academic Achievement – STAAR Results Comparison

Math:

- 2024–2025: 69% Approaches, 42% Meets, 20% Masters
- 2023–2024: 69% Approaches, 42% Meets, 18% Masters

Analysis: Math performance remained stable at the Approaches and Meets levels, with a slight increase in students achieving Masters (from 18% to 20%). Focus may be needed on moving more students from Approaches to Meets and Masters.

Reading:

- 2024–2025: 75% Approaches, 50% Meets, 20% Masters
- 2023–2024: 70% Approaches, 41% Meets, 18% Masters
- Analysis: Reading scores showed growth across all levels, with a 5% increase at Approaches, 9% increase at Meets, and 2% increase at Masters. Continued emphasis on higher-level comprehension skills could support more students reaching Meets and Masters.

Science:

- 2024–2025: 68% Approaches, 34% Meets, 18% Masters
- 2023–2024: 46% Approaches, 20% Meets, 8% Masters
- Analysis: Science scores demonstrated significant growth in all performance levels, particularly at Meets and Masters, indicating effective instructional strategies. Focus should continue on ensuring all students reach proficiency and above.

5th Grade STAAR

2024-2025 STAAR Math results indicate that 72% of students scored at Approaches, 46% at Meets, and 22% at Masters. 2023-2024 STAAR Math results indicate that 82% of students scored at Approaches, 52% at Meets, and 22% at Masters.

5th Grade STAAR

2024-2025 STAAR Reading results indicate that 76 % of students scored at Approaches, 51% at Meets, and 21% at Masters. 2023-2024 STAAR Reading results indicate that 74% of students scored at Approaches, 51% at Meets, and 25% at Masters.

5th Grade STAAR

2024-2025 STAAR Science results indicate that 68% of students scored at Approaches, 34% at Meets, and 18% at Masters. 2023-2024 STAAR Science results indicate that 46% of students scored at Approaches, 20% at Meets, and 8% at Masters.

4th Grade STAAR

2024-2025 STAAR Math results indicate that 63% of students scored at Approaches, 42% at Meets, and 20% at Masters. 2023-2024 STAAR Math results indicate that 57% of students scored at Approaches, 30% at Meets, and 14% at Masters.

4th Grade STAAR

2024-2025 STAAR Reading results indicate that 79% of students scored at Approaches, 52% at Meets, and 26% at Masters. 2023-2024 STAAR Reading results indicate that 68% of students scored at Approaches, 31% at Meets, and 11% at Masters.

3rd Grade STAAR

2024-2025 STAAR Math results indicate that 70% of students scored at Approaches, 39% at Meets, and 9% at Masters. 2023-2024 STAAR Math results indicate that 70% of students scored at Approaches, 46% at Meets, and 18% at Masters.

3rd Grade STAAR

2024-2025 STAAR Reading results indicate that 72% of students scored at Approaches, 46% at Meets, and 15% at Masters. 2023-2024 STAAR Reading results indicate that 69% of students scored at Approaches, 44% at Meets, and 19% at Masters.

On TELPAS 23.28% of students progressed 1 level and 3.83% of students progressed 2 or more levels. We earned 0 out of a possible 4 points. PK assessments revealed we are on track with phonological awareness (80%), rapid vocabulary (82%), math (90%), and early writing (89%), rapid letter naming (83%), and story retell and comprehension (89%).

Overall Summary:

Across subjects, Brandenburg Elementary demonstrated growth in student performance from 2023–2024 to 2024–2025, with the most notable gains in Science. Reading also showed solid progress, while Math remained steady with slight growth at the Masters level. Continued targeted instruction and interventions are recommended to move more students from Approaches to Meets and Masters.

Strengths

- Growth: % of students showing year-over-year growth on STAAR in Reading and Math.
 - We earned 19 out of a possible 32 points. This is our strongest area (and the highest weighted Over ha

Brandenburg earned **375 annual growth points** from student improvement across all STAAR performance levels. This earned Brandenburg a distinction in Academic Growth.

Strong Upward Movement into Meets and Masters

- 57 students moved into Meets Grade Level this year from High Approaches — that's a huge success because r
- 35 students moved from Meets last year to Masters this year — showing growth even for already strong perform

Big Growth from Approaches to Meets

- From Low Approaches last year, 20 students jumped to Meets this year.
- From High Approaches, 32 students hit Meets — meaning targeted instruction and intervention paid off.
- We also earned **18 accelerated learning points (BONUS POINTS!)** from students who were previously **Did N**
 - **61 students DNM to Approaches**
 - **10 students DNM to Meets**
 - **1 student DNM to MASTERS**

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.	Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.
2 ★	SPED student subpopulation continues to underperform in STAAR Math and Reading.	There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
3 ★	2024-2025 STAAR Math 3rd-5th in Approaches performance stagnated at 69% and at Meets at 42%.	Students' lack of reading skills has negatively impacted their ability to understand word problems and decide on the correct problem solving strategy.
4 ★	A breakdown of reading scores indicate that the writing portion of the STAAR Reading test has negatively impacted student achievement.	ECR is taught differently across grade levels, and the lower grades are not sufficiently enforcing the use of textual evidence.
5 ★	Our MAP Reading scores in 3rd-5th grade indicate that our students are at the 48th achievement percentile for English and Spanish, and the 47th percentile in Math for Kindergarten- 5th grade.	A lack of foundational reading instruction in K-2 has had a negative impact on reading and math achievement. Specifically there is a significant drop of 12 percentile points in average math achievement from 1st- 2nd grade because the students cannot listen to the questions on the Math MAP test starting in 2nd grade.

6
★

Our ADA failed to meet our goal of 97% in 2024-2025. We primarily missed our goal due to 138 students (14.57% of our population) with more than 10 absences.

Current attendance procedures have not effectively reduced excessive absences. Inconsistent parent and student awareness of the academic impact of absences, combined with limited targeted interventions for students with chronic or near chronic absenteeism has contributed to the campus not reaching the 97% attendance goal. Low student attendance directly impacts student performance.

7
★

About 6.9% of our teaching staff are not fully certified and they require support system's to help them get fully certified and be successful in their teaching assignments.

There is a general shortage of certified teachers that leads to hiring TCS to fill the vacancies.

8
★

End of year 24/25 Pre-K student CIRCLE data in Spanish shows 47.9% of students are on track for rapid letter naming and 80% of students are on track for phonological awareness, compared to English rapid letter naming showed 56.9% of students on track and 79% in phonological awareness.

Instruction did not follow the language of the week with more of an emphasis on instruction in English.

9

Our students identified as Hispanic and Eco Dis have not met their target for Student Success on STAAR two years in a row. Additionally, our EB students have not met their target for Academic Growth in Math two years in a row.

There was not a clear protocol for data driven decisions to determine the language of assessment for EB students which largely affects our Hispanic and Eco Dis population.

10
★

2024-2025 STAAR Reading 3rd-5th. 75% of students performed at Approaches and at Meets at 50%

Targeted reading interventions have helped close the gaps for some students but have not provided sufficient support for students to meet grade level standards.

11
★

2024-2025 STAAR Science 5th. 68% of students performed at Approaches and at Meets at 34%. These scores do not align with the STAAR reading performance data . .

Explicit science instruction is not consistent in grades K-4 leading to a large gap in scientific knowledge and concept development.

12

On TELPAS 23.28% of students progressed 1level and 3.83% of students progressed 2 or more levels. We earned 0 out of a possible 4 points.

Because TELPAS is only administered once a year, Students are often reluctant to speak in to a microphone for testing. Additionally Emergent Bilingual students need more structured opportunities to speak to each other and write in their second language to build confidence and demonstrate proficiency.

13



Hispanic students did not meet the target score of 41 on the Student Success (Student Achievement Domain Score) STAAR component by 3 points (38points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

14



Emergent Bilingual students did not meet the target score of 69 on the Academic Growth Status: Mathematics component by 1 points (68 points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

15



Continuously Enrolled students did not meet the target score of 48 on the Student Success (Student Achievement Domain Score) STAAR component by 7 points (41 points earned).

The majority of our students that are continuously are Hispanic and Emergent Bilingual students. Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

 = Priority

School Processes & Programs

Summary

At our campus we offer Two Way Dual Language for PK-5. We offer Special Education (resource, inclusion) Gifted and Talented and ESL services. All of our programs are aligned to our mission and vision: At Brandenburg Elementary all of our students can, must, and will learn at high levels.

Brandenburg Elementary has established strong, structured systems for staffing, instructional leadership, and student learning. Hiring practices leverage multiple recruitment channels, including the district application system, staff referrals, and social media. A committee-based interview process and structured on-boarding support new hires, contributing to a staff retention rate of 89.6% in 2024–2025. Teacher placement is strategic, aligning strengths to campus needs to maximize instructional impact.

Leadership development is cultivated through grade-level lead roles, campus committees, and opportunities to coordinate events, promoting shared ownership and distributed leadership. The CNA process itself is collaborative, with staff analyzing data, identifying root causes, and setting performance objectives that drive professional development priorities in math, reading, and writing.

We promote PAWS (Positive Attitude, Always ready Work together, Shows respect) expectations in everything we do. We reinforce our expectations daily during morning announcements.

Current improvement priorities include closing academic gaps, strengthening curriculum alignment, enhancing RTI/MTSS systems, and refining PLC structures to support new curriculum adoption. Instructional practices emphasize lesson internalization, alignment to essential standards, and targeted small-group interventions for Tier 2 and Tier 3 students. Student progress is closely monitored through cumulative data reviews, universal screeners, and individualized SMART goals. Student ownership of learning is reinforced through the use of student-friendly goal sheets.

We set SMART goals by student, by teacher, and by Grade Level and we track the progress towards goal attainment in a systematic and consistent basis. We do our best to protect Tier 1 instruction and students receiving intervention services do not get pulled out during this time.

Current improvement priorities include closing academic gaps, strengthening curriculum alignment, enhancing RTI/MTSS systems, and refining PLC structures to support new curriculum adoption. Instructional practices emphasize lesson internalization, alignment to essential standards, and targeted small-group interventions for Tier 2 and Tier 3 students. Student progress is closely monitored through cumulative data reviews, universal screeners, and individualized SMART goals. Student ownership of learning is reinforced through the use of student-friendly goal sheets.

RTI and small group instruction happen in every content area. Students are invited to attend after school tutoring if they need extra support. Teachers also refer at-risk students who need additional support (academic, social-emotional, behavior and attendance) to our MTSS process for an individualized instructional plan.

Special education enrollment has increased to 14.78%, reflecting improved early identification and the

reclassification of dyslexia students. Behavior supports are anchored in the PBIS framework, which sets clear expectations and employs positive reinforcement strategies such as Cougar PAWS tickets and the Principal's 400 Board. Adjustments to cafeteria, hallway, and dismissal procedures further strengthen safety and order in common areas.

In addition to the academic programs, we also offer enrichment opportunities for our students, such as science club and "Books to Box Office" book club, girls on the run, and robotics club.

Student well-being remains a priority, with data showing minimal bullying, no harassment cases, and suicide outcries addressed promptly and effectively in partnership with families. These processes reflect a safe, supportive, and responsive school environment.

Strengths

- Robust hiring process with multiple recruitment sources ensures quality candidates.
- High staff retention (89.6%) supports stability and a positive culture.
- Strategic teacher placement maximizes instructional strengths.
- Leadership opportunities through grade-level leads, committees, and event coordination foster distributed leadership.
- Systematic CNA process engages staff in data analysis, root cause identification, and goal setting.
- Professional development is data-driven and focused on closing academic gaps in math, reading, and writing.
- Instruction prioritizes curriculum alignment, lesson internalization, and mastery of essential standards.
- RTI/MTSS systems are strengthened for early identification and intervention, especially in K–2.
- Progress monitoring is consistent, using cumulative data, universal screeners, and SMART goals.
- Student ownership of learning is supported through individual goal sheets.
- Growth in special education identification demonstrates improved systems for supporting student needs.
- PBIS provides consistent behavior expectations and reinforcement systems (Cougar PAWS, 400 Board).
- Common-area procedures (cafeteria, hallways, dismissal) promote safety and order.
- Student well-being is prioritized, with effective response to bullying, harassment, and mental health concerns.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	About 6.9% of our teaching staff are not fully certified and they require support system's to help them get fully certified and be successful in their teaching assignments.	There is a general shortage of certified teachers that leads to hiring TCS to fill the vacancies.
2 ★	Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.	Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.
3 ★	SPED student subpopulation continues to underperform in STAAR Math and Reading.	There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.
4 ★	2024-2025 STAAR Math 3rd-5th in Approaches performance stagnated at 69% and at Meets at 42%.	Students' lack of reading skills has negatively impacted their ability to understand word problems and decide on the correct problem solving strategy.
5 ★	A breakdown of reading scores indicate that the writing portion of the STAAR Reading test has negatively impacted student achievement.	ECR is taught differently across grade levels, and the lower grades are not sufficiently enforcing the use of textual evidence.

6
★

Our MAP Reading scores in 3rd-5th grade indicate that our students are at the 48th achievement percentile for English and Spanish, and the 47th percentile in Math for Kindergarten- 5th grade.

A lack of foundational reading instruction in K-2 has had a negative impact on reading and math achievement. Specifically there is a significant drop of 12 percentile points in average math achievement from 1st- 2nd grade because the students cannot listen to the questions on the Math MAP test starting in 2nd grade.

7
★

65.2% of parents feel the school handles discipline fairly.

Processes and programs need to continue to be implemented consistently to promote positive school culture and meet the needs of all students to achieve academic success. Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

8

A considerable percentage of students with behavior referrals can benefit from having an adult role model in the form of an outside mentor.

The guidelines and process to become mentor approved by the district has fluctuated in the previous years and we as a campus, still need to establish an approved process to bring mentors back to school.

9
★

Our ADA failed to meet our goal of 97% in 2024-2025. We primarily missed our goal due to 138 students (14.57% of our population) with more than 10 absences.

Current attendance procedures have not effectively reduced excessive absences. Inconsistent parent and student awareness of the academic impact of absences, combined with limited targeted interventions for students with chronic or near chronic absenteeism has contributed to the campus not reaching the 97% attendance goal. Low student attendance directly impacts student performance.

10
★

46% of staff members on the 24-25 climate survey disagree with the following statement, "Campus leaders seek input from employees as part of the decision-making and improvement process"

We did not have a systematic process to solicit teacher input in a timely manner.

★ = Priority

Perceptions

Summary

During the 2024–2025 school year, Brandenburg Elementary demonstrated continued growth in attendance, with ADA increasing from 96.0% to 96.6%. Behavior data reflected low levels of ISS/OSS referrals compared to district averages, with 29 incidents recorded—mostly ISS, about half occurring in common areas. This represents a **61% reduction** from 42 disciplinary actions in 2023–2024. The low referral rate is attributed in part to the **Capturing Kids' Hearts** program, although the campus recognizes the ongoing need for additional socio-emotional support.

Teacher retention remained high at **89.6%**, providing stability and enabling administrators to focus on strengthening collaboration, accountability, and parent/community engagement systems. Parent engagement initiatives, such as financial literacy, computer literacy, and English classes, are guided by the Parent Liaison and tailored to meet student and family needs. Community perception of the campus is positive, as evidenced by strong participation in events including Friendship Dances, Trunk-or-Treat, grade-level performances, School Play, Field Day, Open House, Awards Assemblies, and Family Nights.

Climate survey data indicate that students feel welcomed, safe, and valued, while parents report feeling informed and engaged regarding academic goals and school programs. Additionally, **92% of teachers** feel that campus leaders are aware of employee concerns. Overall, stakeholders actively support the campus mission and vision, reinforcing student growth goals in math and reading while fostering a culture of collaboration and shared accountability.

Strengths

• Student Behavior & Climate

- Low ISS/OSS referrals compared to district averages, supported by relationship-building initiatives such as the Capturing Kids' Hearts program.
- Students report feeling safe, welcomed, and valued

• Teacher Retention & Staff Climate

- High teacher retention (89.6%) demonstrates campus stability and staff satisfaction.
- 92% of teachers feel leadership is responsive to employee concerns.

• Professional Growth

- Administration prioritizes professional development through on-campus and district PD, learning walks, PLCs, and vertical planning.
- Focused PD supports effective classroom management and instructional practices.

• Parent & Community Engagement

- Strong family and community involvement is evident in participation at Friendship Dances, Trunk-or-Treat, grade-level performances, School Play, Field Day, Open House, Awards Assemblies, Family Nights, and Parent Education classes.
- Efforts to reduce barriers include bilingual communication and accessible event scheduling.

• Communication Systems

- Multiple platforms (ClassDojo, HAC, School Messenger, Kinvoled, Marquee, and district surveys) are used to ensure families are well-informed and engaged.

- **Shared Mission & Vision**

- Stakeholders (staff, parents, and students) actively support the campus mission, contributing to consistent student attendance and academic growth goals.


- **Leadership & Systems**

- Administration demonstrates proactive leadership in creating systems for accountability, collaboration, and continuous improvement.
- Data collection is used to strengthen parent and community engagement initiatives.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	65.2% of parents feel the school handles discipline fairly.	Processes and programs need to continue to be implemented consistently to promote positive school culture and meet the needs of all students to achieve academic success. Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.
2	A considerable percentage of students with behavior referrals can benefit from having an adult role model in the form of an outside mentor.	The guidelines and process to become mentor approved by the district has fluctuated in the previous years and we as a campus, still need to establish an approved process to bring mentors back to school.
3 ★	46% of staff members on the 24-25 climate survey disagree with the following statement, "Campus leaders seek input from employees as part of the decision-making and improvement process"	We did not have a systematic process to solicit teacher input in a timely manner.
4	81% of our students are economically disadvantaged and as a result have limited access engage with various experiences with college and career pathways.	Because our students and their families are economically disadvantaged they often are not exposed to different college and career pathways due to their financial constraints.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.

Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.

2
★

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Processes and programs need to continue to be implemented consistently to promote positive school culture and meet the needs of all students to achieve academic success. Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

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There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

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ECR is taught differently across grade levels, and the lower grades are not sufficiently enforcing the use of textual evidence.

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11
★

2024-2025 STAAR Reading 3rd-5th. 75% of students performed at Approaches and at Meets at 50%

Targeted reading interventions have helped close the gaps for some students but have not provided sufficient support for students to meet grade level standards.

12
★

2024-2025 STAAR Science 5th. 68% of students performed at Approaches and at Meets at 34%. These scores do not align with the STAAR reading performance data . .

Explicit science instruction is not consistent in grades K-4 leading to a large gap in scientific knowledge and concept development.

13



Emergent Bilingual students did not meet the target score of 69 on the Academic Growth Status: Mathematics component by 1 points (68 points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

14



Continuously Enrolled students did not meet the target score of 48 on the Student Success (Student Achievement Domain Score) STAAR component by 7 points (41 points earned).

The majority of our students that are continuously are Hispanic and Emergent Bilingual students. Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

15



Hispanic students did not meet the target score of 41 on the Student Success (Student Achievement Domain Score) STAAR component by 3 points (38points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

16



Our high focus groups (African American, Hispanic, Economically Disadvantaged, Continuously enrolled students) fell short of the growth target for math at 33% by nine points.

. Our math intervention systems need to be refined to target numeracy skills, mathematical concepts, and problem-solving.

= Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

By May 2026, Brandenburg will increase the percentage of PK students who are Proficient on all 5 (English) Circle indicators by at least 5%. The targeted indicators are Rapid Letter Naming (83% to 88%), Rapid Vocabulary(82% to 87%), Math (90% to 95%), Social Emotional (87% to 92%), and Early Writing skills (89% to 94%).

Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 5% by May 2026. Indicators: Rapid Letter Naming 87% to 92%, Rapid Vocabulary 85% to 90%, Math 90% to 95%, Social Emotional 89% to 92%, Early Writing skills 88% to 93%)

Evaluation Data Source: Circle Data

Strategy 1 Targeted Support Strategy

Pre-K teachers and teacher aides will receive ongoing Professional Development and support related to grade level expectations, resources, and best teaching practices related to these 5 Circle indicators.

Strategy's Expected Result/Impact: Teacher efficacy will increase and will result in the campus reaching this performance objective.

Staff Responsible for Monitoring: Academic specialists, interventionists, Administration, PK teachers

Problem Statements: Student Learning 8

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Student Circle data on the 5 indicators (Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing Skills) will be collected at BOY, MOY, and EOY. Data will be tracked and used to make instructional determinations such as providing differentiated small group instruction and MTSS recommendations when students are not growing as expected.

Strategy's Expected Result/Impact: Tracking data and using it to determine student learning and instructional determinations will result in higher levels of student learning and shared accountability for student growth.

Staff Responsible for Monitoring: Academic Specialist and PK teachers and aides

Problem Statements: Student Learning 8

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

Moderate Progress

February

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

8

End of year 24/25 Pre-K student CIRCLE data in Spanish shows 47.9% of students are on track for rapid letter naming and 80% of students are on track for phonological awareness, compared to English rapid letter naming showed 56.9% of students on track and 79% in phonological awareness.

Instruction did not follow the language of the week with more of an emphasis on instruction in English.

Performance Objective 2

The percentage of Pre-K students who can name 20 uppercase and lowercase letters and produce the sounds of 20 uppercase and 20 lowercase letters by May 2026 will be 80%.

Evaluation Data Source: Essential standards tracking every 6 weeks.

Strategy 1

Use essential standards tracking every 6 weeks to support and help our PK teachers to quickly assess and focus on lessons that target their students' alphabet knowledge, which will improve phonemic awareness and decoding skills helping students become better readers.

Strategy's Expected Result/Impact: Alphabet knowledge will increase due to focus/targeted interventions and lessons.

Staff Responsible for Monitoring: PK teachers, paraprofessionals, and CIRCLE assessment lead.

Problem Statements: Student Learning 8

Funding Sources: 199 - General Funds,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

8

End of year 24/25 Pre-K student CIRCLE data in Spanish shows 47.9% of students are on track for rapid letter naming and 80% of students are on track for phonological awareness, compared to English rapid letter naming showed 56.9% of students on track and 79% in phonological awareness.

Instruction did not follow the language of the week with more of an emphasis on instruction in English.

Performance Objective 3 High Priority HB3 Goal

Increase the percentage of 3rd-5th grade students scoring at MEETS or above on STAAR Reading from 50% to 60% by May 2026. Increase the student achievement domain 3(Closing the Gaps) in reading from 37% to 42%.

Increase the percentage of Special Education students from 20% to 30% by May 2026.

Evaluation Data Source: MAP, STAAR Interim, STAAR

Strategy 1

Cumulative data and universal screeners will be used to create SMART goals for every student to ensure that each child makes at least one year's growth in reading, and goal-attainment data will be collected and tracked by the teacher and by the students.

Strategy's Expected Result/Impact: By focusing on growth based on each student's SMART goal, the campus overall reading scores will be positively impacted.

Staff Responsible for Monitoring: academic specialist, interventionist, administration, teachers

Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 10, 13, 14, 15 - School Processes & Programs 2, 3

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

Some Progress

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July

Strategy 2

The MTSS/RTI process will be used to support students, through small group instruction by teacher and T-1 interventionist, not making sufficient progress towards the attainment of their SMART goals in reading.

Strategy's Expected Result/Impact: Teams will be better equipped to choose appropriate interventions by answering the questions, "How will we respond when students are not learning?"

Staff Responsible for Monitoring: Academic specialists, T-1 interventionists, admin, teachers

Problem Statements: Student Learning 1, 3, 10, 13, 14, 15 - School Processes & Programs 2, 4

Funding Sources: 211 - Title I-A, \$78,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 3

A campus-wide after school tutoring program will be implemented to service students not making sufficient progress in reading.

Strategy's Expected Result/Impact: Struggling students will be given the opportunity to receive additional support by attending this after-school tutoring program.

Staff Responsible for Monitoring: Academic Specialist, Interventionists, Administrators

Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 3, 10, 13, 14, 15 - School Processes & Programs 2, 3, 4

Funding Sources: Tutoring Materials 211 - Title I-A, \$5,000, Salaries 211 - Title I-A, \$10,000

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

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 4

PLC and DDI will be used to determine appropriate interventions and extensions and to plan for targeted and differentiated reading instruction, and the leadership team will provide systematic feedback.

Strategy's Expected Result/Impact: Grade level/content area teams will be better prepared to create effective lesson plans to meet student varying needs.

Staff Responsible for Monitoring: Administration, Academic Specialist

Problem Statements: Student Learning 3, 4, 10, 13, 14, 15 - School Processes & Programs 4, 5

Funding Sources: 211 - Title I-A,

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

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

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 5

A campus-wide writing plan will be created and implemented to teach writing and constructed responses in a systematic manner to ensure that our writing instruction is at the level of rigor of STAAR redesigned.

Strategy's Expected Result/Impact: Students will be better prepared to answer constructed responses during STAAR assessments, thus increasing the score in Domain I, Student Achievement.

Staff Responsible for Monitoring: Classroom Teachers and Interventionists

Problem Statements: Student Learning 4, 13, 14, 15 - School Processes & Programs 5

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

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

SPED student subpopulation continues to underperform in STAAR Math and Reading.

There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

4

Our high focus groups (African American, Hispanic, Economically Disadvantaged, Continuously enrolled students) fell short of the growth target for math at 33% by nine points.

. Our math intervention systems need to be refined to target numeracy skills, mathematical concepts, and problem-solving.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.

Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.

2

SPED student subpopulation continues to underperform in STAAR Math and Reading.

There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

3

2024-2025 STAAR Math 3rd-5th in Approaches performance stagnated at 69% and at Meets at 42%.

Students' lack of reading skills has negatively impacted their ability to understand word problems and decide on the correct problem solving strategy.

4

A breakdown of reading scores indicate that the writing portion of the STAAR Reading test has negatively impacted student achievement.

ECR is taught differently across grade levels, and the lower grades are not sufficiently enforcing the use of textual evidence.

10

2024-2025 STAAR Reading 3rd-5th. 75% of students performed at Approaches and at Meets at 50%

Targeted reading interventions have helped close the gaps for some students but have not provided sufficient support for students to meet grade level standards.

13

Hispanic students did not meet the target score of 41 on the Student Success (Student Achievement Domain Score) STAAR component by 3 points (38points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

14

Emergent Bilingual students did not meet the target score of 69 on the Academic Growth Status: Mathematics component by 1 points (68 points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

15

Continuously Enrolled students did not meet the target score of 48 on the Student Success (Student Achievement Domain Score) STAAR component by 7 points (41 points earned).

The majority of our students that are continuously are Hispanic and Emergent Bilingual students. Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.

Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.

3

SPED student subpopulation continues to underperform in STAAR Math and Reading.

There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

4

2024-2025 STAAR Math 3rd-5th in Approaches performance stagnated at 69% and at Meets at 42%.

Students' lack of reading skills has negatively impacted their ability to understand word problems and decide on the correct problem solving strategy.

5

A breakdown of reading scores indicate that the writing portion of the STAAR Reading test has negatively impacted student achievement.

ECR is taught differently across grade levels, and the lower grades are not sufficiently enforcing the use of textual evidence.

Performance Objective 4 **High Priority** **HB3 Goal**

*Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 62% to 72% by May 2026.

*Increase the percentage of Special Education students' outcomes in MAP Reading from 31% to 41% by May 2026.

Evaluation Data Source: NWEA MAP

Strategy 1

Teachers will use MAP percentiles to create SMART goals for reading, to ensure that every student makes at least one year's growth in reading, and data towards the attainment of these goals will be tracked by the teacher and by the student.

Strategy's Expected Result/Impact: By focusing on percentile growth, student achievement gaps will be gradually closed.

Staff Responsible for Monitoring: administrations, academic specialist, interventionists, teachers

Problem Statements: Student Learning 5, 13, 14, 15 - School Processes & Programs 6

Funding Sources: 211 - Title I-A,

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

Some Progress

November

February

April

July

Strategy 2

Teachers will use data from MAP and other summative and formative assessments to create differentiated reading small group lesson plans in order to close the achievement gap.

Strategy's Expected Result/Impact: By using the MAP learning continuum, small group instruction will be tailored to meet student varying needs.

Staff Responsible for Monitoring: AS and administrators

Problem Statements: Student Learning 5, 13, 14, 15 - School Processes & Programs 6

Funding Sources: 211 - Title I-A,

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Some Progress

February

April

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Strategy 3

The admin team will conduct systematic and targeted walkthroughs and observations geared towards increasing the efficacy of small group instruction in reading, and teachers not proficient will be provided modeling and support.

Strategy's Expected Result/Impact: Through the feedback cycle, teacher efficacy will increase thus resulting in greater levels of student achievement and the achievement of this performance objective.

Staff Responsible for Monitoring: Admin team, Academic Specialist and Interventionist

Problem Statements: Student Learning 5, 13, 14, 15 - School Processes & Programs 6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Our MAP Reading scores in 3rd-5th grade indicate that our students are at the 48th achievement percentile for English and Spanish, and the 47th percentile in Math for Kindergarten- 5th grade.

A lack of foundational reading instruction in K-2 has had a negative impact on reading and math achievement. Specifically there is a significant drop of 12 percentile points in average math achievement from 1st- 2nd grade because the students cannot listen to the questions on the Math MAP test starting in 2nd grade.

13

Hispanic students did not meet the target score of 41 on the Student Success (Student Achievement Domain Score) STAAR component by 3 points (38points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

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Emergent Bilingual students did not meet the target score of 69 on the Academic Growth Status: Mathematics component by 1 points (68 points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

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Continuously Enrolled students did not meet the target score of 48 on the Student Success (Student Achievement Domain Score) STAAR component by 7 points (41 points earned).

The majority of our students that are continuously are Hispanic and Emergent Bilingual students. Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

6

Our MAP Reading scores in 3rd-5th grade indicate that our students are at the 48th achievement percentile for English and Spanish, and the 47th percentile in Math for Kindergarten- 5th grade.

A lack of foundational reading instruction in K-2 has had a negative impact on reading and math achievement. Specifically there is a significant drop of 12 percentile points in average math achievement from 1st- 2nd grade because the students cannot listen to the questions on the Math MAP test starting in 2nd grade.

Performance Objective 5 High Priority HB3 Goal

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 45% to 55% by May 2026.

*Increase the percentage of SPED students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 26% to 31% by May 2026.

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 45% to 55% by May 2026.

*Increase the percentage of SPED students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 50% to 55% by May 2026.

Strategy 1

Teachers will use data from MAP, the learning continuum, and other summative and formative assessment data to provide differentiated small group instruction in math in order to target student needs and to close the achievement gap.

Strategy's Expected Result/Impact: By using the MAP learning continuum and other formative and summative assessment data, small group instruction will be tailored to meet student varying needs.

Staff Responsible for Monitoring: AS, Interventionist, and Admin

Problem Statements: Student Learning 5 - School Processes & Programs 6

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

Some Progress

February

April

July

Strategy 2

SMART goals will be created, by student and by grade level, to ensure that all K-2 students are making at least a year's growth in math, and data will be gathered, tracked, and used to make instructional determinations in a systematic way.

Strategy's Expected Result/Impact: By focusing on percentile growth, student achievement gaps will be gradually closed.

Staff Responsible for Monitoring: Admin team and AS

Problem Statements: Student Learning 5 - School Processes & Programs 6

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

Some Progress

Strategy 3

The admin team will conduct systematic and targeted walkthroughs and observations geared towards increasing the efficacy of math small group instruction, and teachers not proficient will be provided modeling and support.

Strategy's Expected Result/Impact: Through the feedback cycle, teacher efficacy will increase thus resulting on greater levels of student achievement and the achievement of this performance objective.

Staff Responsible for Monitoring: Admin team, AS and Interventionist

Problem Statements: Student Learning 5 - School Processes & Programs 6

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

Some Progress

February

April

July

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Our MAP Reading scores in 3rd-5th grade indicate that our students are at the 48th achievement percentile for English and Spanish, and the 47th percentile in Math for Kindergarten- 5th grade.

A lack of foundational reading instruction in K-2 has had a negative impact on reading and math achievement. Specifically there is a significant drop of 12 percentile points in average math achievement from 1st- 2nd grade because the students cannot listen to the questions on the Math MAP test starting in 2nd grade.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

6

Our MAP Reading scores in 3rd-5th grade indicate that our students are at the 48th achievement percentile for English and Spanish, and the 47th percentile in Math for Kindergarten- 5th grade.

A lack of foundational reading instruction in K-2 has had a negative impact on reading and math achievement. Specifically there is a significant drop of 12 percentile points in average math achievement from 1st- 2nd grade because the students cannot listen to the questions on the Math MAP test starting in 2nd grade.

Performance Objective 6 High Priority HB3 Goal

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 42% to 52 % by May 2026. Increase the student achievement domain 3(Closing the Gaps) in math from 33% to 42%

Increase the percentage of SPED students' outcomes in STAAR Math from 20% to 30% by May 2026

Evaluation Data Source: STAAR

Strategy 1

The MTSS/RTI process, through small group instruction, will be used to support students not making sufficient progress towards the attainment of their math SMART goals.

Strategy's Expected Result/Impact: Teams will be better equipped to choose content area/grade level standards during PLC s to answer question 1, "What are we going to teach?"

Staff Responsible for Monitoring: administration, academic specialist

Problem Statements: Demographics 4 - Student Learning 1, 3, 13, 14, 15 - School Processes & Programs 2, 4

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

Some Progress

February

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Strategy 2

Cumulative data and universal screeners will be used to create SMART goals for every student to ensure that each child makes at least one year's growth in math, and goal-attainment data will be collected and tracked by the teacher

and by the students.

Strategy's Expected Result/Impact: By closing these foundational math gaps, 3rd-5th struggling students will be able to perform at the expected level in state assessments

Staff Responsible for Monitoring: Admin in charge of grade level(s) and academic specialist

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 13, 14, 15 - School Processes & Programs 2, 3, 4

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

Some Progress

February

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Strategy 3

A campus-wide after school tutoring program will be implemented to service students not making sufficient progress in math.

Strategy's Expected Result/Impact: Struggling students will be given the opportunity to receive additional support by attending this after-school tutoring program.

Staff Responsible for Monitoring: Academic Specialist, Admin

Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 3, 13, 14, 15 - School Processes & Programs 2, 3, 4

Funding Sources: Tutoring 211 - Title I-A, \$20,000

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

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 4

PLC and DDI will be used to determine appropriate interventions and extensions and to plan for targeted and differentiated math instruction, and the leadership team will provide systematic feedback.

Strategy's Expected Result/Impact: Grade levels/content area teams will be better prepared to create effective lesson plans to meet student varying needs.

Staff Responsible for Monitoring: Admin Team, AS

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 13, 14, 15 - School Processes & Programs 2, 3, 4

Funding Sources: 211 - Title I-A,

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

Formative Reviews

Some Progress

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Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

SPED student subpopulation continues to underperform in STAAR Math and Reading.

There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

4

Our high focus groups (African American, Hispanic, Economically Disadvantaged, Continuously enrolled students) fell short of the growth target for math at 33% by nine points.

. Our math intervention systems need to be refined to target numeracy skills, mathematical concepts, and problem-solving.

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.

Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.

2

SPED student subpopulation continues to underperform in STAAR Math and Reading.

There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

3

2024-2025 STAAR Math 3rd-5th in Approaches performance stagnated at 69% and at Meets at 42%.

Students' lack of reading skills has negatively impacted their ability to understand word problems and decide on the correct problem solving strategy.

13

Hispanic students did not meet the target score of 41 on the Student Success (Student Achievement Domain Score) STAAR component by 3 points (38points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

14

Emergent Bilingual students did not meet the target score of 69 on the Academic Growth Status: Mathematics component by 1 points (68 points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

15

Continuously Enrolled students did not meet the target score of 48 on the Student Success (Student Achievement Domain Score) STAAR component by 7 points (41 points earned).

The majority of our students that are continuously are Hispanic and Emergent Bilingual students. Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.

Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.

3

SPED student subpopulation continues to underperform in STAAR Math and Reading.

There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

4

2024-2025 STAAR Math 3rd-5th in Approaches performance stagnated at 69% and at Meets at 42%.

Students' lack of reading skills has negatively impacted their ability to understand word problems and decide on the correct problem solving strategy.

Performance Objective 7

By May 2025, we will increase our STAAR Science scores from 34% to 40% at Meets, and from 18% to 25% Masters level.

Evaluation Data Source: STAAR Science scores will increase to be comparable to district and state scores

Strategy 1

Science essential standards at every grade level will be tracked systematically and consistently across grade levels and will incorporate writing as a checkpoint for conceptual understanding.

Strategy's Expected Result/Impact: All grade levels will teach their essential standards for science and will track the level of student mastery

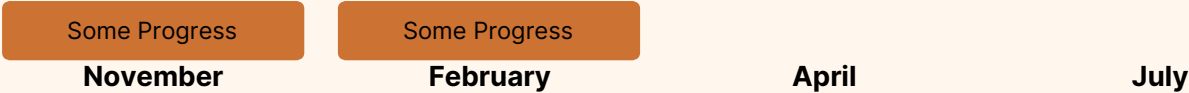
Staff Responsible for Monitoring: All math/science teachers, AS, and Admin

Problem Statements: Student Learning 1, 11, 13, 14, 15 - School Processes & Programs 2

Funding Sources: 211 - Title I-A,

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

Formative Reviews



Strategy 2

Science will be integrated into the PLC process to increase our collective efficacy and ensure that students are mastering science grade-level essential standards and provide instructional supports for those who have not mastered skills.

Strategy's Expected Result/Impact: The PLC process will be used to monitor and ensure that all grade levels are teaching their essential standards for science and will track the level of student mastery

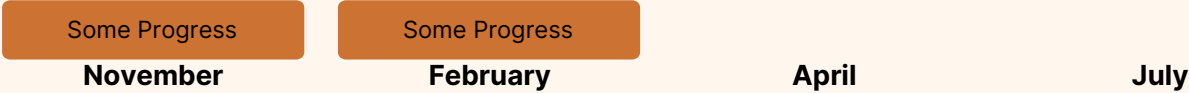
Staff Responsible for Monitoring: All math/science teachers, AS, and Admin

Problem Statements: Student Learning 11, 13, 14, 15

Funding Sources: 211 - Title I-A,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Admin will conduct systematic walkthroughs during science instruction, and information collected from the walkthroughs will be part of the PLC science conversation and will guide follow-up PD to improve our effectiveness at teaching science.

Strategy's Expected Result/Impact: Teams will become more consistent and effective at teaching science

Staff Responsible for Monitoring: Admin and AS

Problem Statements: Student Learning 11, 13, 14, 15

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 4

A campus-wide after school tutoring program will be implemented to service students not making sufficient progress in science.

Strategy's Expected Result/Impact: Struggling students will be given the opportunity to receive additional support by attending this after-school tutoring program.

Staff Responsible for Monitoring: Academic Specialist, Admin

Problem Statements: Demographics 3 - Student Learning 1, 2, 13, 14, 15 - School Processes & Programs 2, 3

Funding Sources: 211 - Title I-A, \$5,000

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

SPED student subpopulation continues to underperform in STAAR Math and Reading.

There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.

Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.

2

SPED student subpopulation continues to underperform in STAAR Math and Reading.

There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

11

2024-2025 STAAR Science 5th. 68% of students performed at Approaches and at Meets at 34%. These scores do not align with the STAAR reading performance data .

Explicit science instruction is not consistent in grades K-4 leading to a large gap in scientific knowledge and concept development.

13

Hispanic students did not meet the target score of 41 on the Student Success (Student Achievement Domain Score) STAAR component by 3 points (38points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

14

Emergent Bilingual students did not meet the target score of 69 on the Academic Growth Status: Mathematics component by 1 points (68 points earned).

Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

15

Continuously Enrolled students did not meet the target score of 48 on the Student Success (Student Achievement Domain Score) STAAR component by 7 points (41 points earned).

The majority of our students that are continuously are Hispanic and Emergent Bilingual students. Brandenburg has a two way dual language program that has been difficult to adapt to the new curriculum. Additionally lack of fidelity to the two way dual language model leads to gaps in learning and vocabulary.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.

Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.

3

SPED student subpopulation continues to underperform in STAAR Math and Reading.

There has been little collaboration between special education and general education teachers regarding essential standards and supporting new curriculum and approaches.

Performance Objective 8 **High Priority** **HB3 Goal**

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 79% to 89% by May 2026.

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

Evaluation Data Source: Circle Data

Strategy 1

Pre-K teachers and teacher aides will receive ongoing Professional Development and support related to grade level expectations, resources, and best teaching practices related to phonological awareness.

Strategy's Expected Result/Impact: Teacher efficacy will increase and will result in the campus reaching this performance objective.

Staff Responsible for Monitoring: Academic Specialist and PK teachers and aides

Problem Statements: Student Learning 8

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 2

Student Circle data on phonological awareness will be collected at BOY, MOY, and EOY. Data will be tracked and used to make instructional determinations such as providing differentiated small group instruction and MTSS recommendations when students are not growing as expected.

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Tracking data and using it to determine student learning and instructional determinations will result in higher levels of student learning and shared accountability for student growth.

Staff Responsible for Monitoring: Academic Specialist and PK teachers and aides

Problem Statements: Student Learning 8

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

8

End of year 24/25 Pre-K student CIRCLE data in Spanish shows 47.9% of students are on track for rapid letter naming and 80% of students are on track for phonological awareness, compared to English rapid letter naming showed 56.9% of students on track and 79% in phonological awareness.

Instruction did not follow the language of the week with more of an emphasis on instruction in English.

Performance Objective 9

Increase the average MAP Reading percentile of Kindergarten students from 26 % to 50% and the percentile of Hispanic students 26% to 50% by May 2026.

By May 2026 Increase the average MAP Reading percentile of 1st-grade students from 26 % to 50% and Hispanic students 21% to 50% by May 2026.

By May 2026, increase the average MAP Reading percentile of 2nd grade student from 36% to 50% and Hispanic students 30% to 50% by May 2026.

Evaluation Data Source: MAP

Strategy 1

Teachers will use data from MAP, the learning continuum, and other summative and formative assessment data to provide differentiated small group instruction in reading in order to target student needs and to close the achievement gap.

Strategy's Expected Result/Impact: By using the MAP learning continuum and other formative and summative assessment data, small group instruction will be tailored to meet student varying needs

Staff Responsible for Monitoring: Admin team and AS

Problem Statements: Student Learning 1, 5 - School Processes & Programs 2, 6

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 2

SMART goals will be created, by student and by grade level, to ensure that all K-2 students are making at least a year's growth in reading, and data will be gathered, tracked, and used to make instructional determinations in a systematic way.

Strategy's Expected Result/Impact: By focusing on percentile growth, student achievement gaps will be gradually closed.

Staff Responsible for Monitoring: Admin team and AS

Problem Statements: Student Learning 4, 5 - School Processes & Programs 5, 6

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

Some Progress

April

July

Strategy 3

The admin team will conduct systematic and targeted walkthroughs and observations geared towards increasing the efficacy of reading small group instruction, and teachers not proficient will be provided modeling and coaching support.

Strategy's Expected Result/Impact: Through the feedback cycle, teacher efficacy will increase thus resulting on greater levels of student achievement and the achievement of this performance objective.

Staff Responsible for Monitoring: Admin team, AS and Interventionist

Problem Statements: Student Learning 4, 5 - School Processes & Programs 5, 6

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.

Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.

4

A breakdown of reading scores indicate that the writing portion of the STAAR Reading test has negatively impacted student achievement.

ECR is taught differently across grade levels, and the lower grades are not sufficiently enforcing the use of textual evidence.

5

Our MAP Reading scores in 3rd-5th grade indicate that our students are at the 48th achievement percentile for English and Spanish, and the 47th percentile in Math for Kindergarten- 5th grade.

A lack of foundational reading instruction in K-2 has had a negative impact on reading and math achievement. Specifically there is a significant drop of 12 percentile points in average math achievement from 1st- 2nd grade because the students cannot listen to the questions on the Math MAP test starting in 2nd grade.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Out of 90 gifted and talented students only 50% achieved masters in all STAAR tested subjects.

Gifted and talented students are not receiving enrichment services to extend their higher order thinking skills.

5

A breakdown of reading scores indicate that the writing portion of the STAAR Reading test has negatively impacted student achievement.

ECR is taught differently across grade levels, and the lower grades are not sufficiently enforcing the use of textual evidence.

6

Our MAP Reading scores in 3rd-5th grade indicate that our students are at the 48th achievement percentile for English and Spanish, and the 47th percentile in Math for Kindergarten- 5th grade.

A lack of foundational reading instruction in K-2 has had a negative impact on reading and math achievement. Specifically there is a significant drop of 12 percentile points in average math achievement from 1st- 2nd grade because the students cannot listen to the questions on the Math MAP test starting in 2nd grade.

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 High Priority

We will establish systems to identify staff needs with coaching and modeling to respond quickly, promoting a healthy and supportive campus environment, which will result in the retention of at least 90% of our staff by the end of the 2025-2026 school year.

Evaluation Data Source: Staff retention at the end of the 2025-2026 will be at or above 90%.

Strategy 1

Teachers will receive coaching support from Sustain Ed., Great Minds, and campus content coaches to facilitate lesson internalization and deliver rigorous lessons to improve student achievement.

Strategy's Expected Result/Impact: Collective teacher efficacy will be increased and student learning will be positively impacted

Staff Responsible for Monitoring: Administrators and AS

Problem Statements: Demographics 2 - Student Learning 7 - School Processes & Programs 1, 10 - Perceptions 3

Funding Sources: 211 - Title I-A,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

Some Progress

November

February

April

July

Strategy 2

Surveys and informal interviews will be used to gauge staff climate and identify and address staff needs in a timely manner.

Strategy's Expected Result/Impact: Staff needs will be identified and addressed promptly.

Staff Responsible for Monitoring: Administrators, AS, and Interventionist

Problem Statements: School Processes & Programs 10 - Perceptions 3

Funding Sources: 211 - Title I-A,

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 3

Throughout the year administrators, PTO, and the Sunshine/Ambassadors committee will foster a positive, collaborative environment through events geared towards boosting staff morale and a sense of belonging.

Strategy's Expected Result/Impact: Staff morale and a sense of pride and belonging will be promoted throughout the school year.

Staff Responsible for Monitoring: Admin and Campus Ambassadors

Problem Statements: School Processes & Programs 10 - Perceptions 3

Funding Sources: 199 - General Funds, \$5,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

About 6.9% of our teaching staff are not fully certified and they require support system's to help them get fully certified and be successful in their teaching assignments.

There is a general shortage of certified teachers that leads to hiring TCS to fill the vacancies.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

About 6.9% of our teaching staff are not fully certified and they require support system's to help them get fully certified and be successful in their teaching assignments.

There is a general shortage of certified teachers that leads to hiring TCS to fill the vacancies.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

About 6.9% of our teaching staff are not fully certified and they require support system's to help them get fully certified and be successful in their teaching assignments.

There is a general shortage of certified teachers that leads to hiring TCS to fill the vacancies.

10

46% of staff members on the 24-25 climate survey disagree with the following statement, "Campus leaders seek input from employees as part of the decision-making and improvement process"

We did not have a systematic process to solicit teacher input in a timely manner.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

46% of staff members on the 24-25 climate survey disagree with the following statement, "Campus leaders seek input from employees as part of the decision-making and improvement process"

We did not have a systematic process to solicit teacher input in a timely manner.

Goal 3

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

Performance Objective 1

Increase our attendance rate from 96.6% to 97% by the end of the 2025-2026 school year.

Evaluation Data Source: End of the year reports will show the expected increase in our overall attendance for the 2025-2026 school year.

Strategy 1

Parents will be informed of the attendance expectations, and a two-way communication will be established to inform them of attendance concerns in a timely manner.

Strategy's Expected Result/Impact: Parent will support our attendance efforts and adhere to the attendance expectations.

Staff Responsible for Monitoring: Attendance Clerk and Admin

Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 9

Funding Sources: 199 - General Funds, \$500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 2

A campus-wide attendance process will continue to be implemented and perfected attendance banners, attendance brag tags, end of year attendance awards, 6 weeks perfect attendance incentives, and campus-wide attendance tracking sheets will be used in order to inform, track, and reward attendance at various levels and to promote high rates of student attendance.

Strategy's Expected Result/Impact: Our overall attendance will be at 97% by the end of the 25-26 school year.

Staff Responsible for Monitoring: School Administrators and Attendance Clerk

Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 9

Funding Sources: 199 - General Funds, \$9,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our ADA failed to meet our goal of 97% in 2024-2025. We primarily missed our goal due to 138 students (14.57% of our population) with more than 10 absences.

Current attendance procedures have not effectively reduced excessive absences. Inconsistent parent and student awareness of the academic impact of absences, combined with limited targeted interventions for students with chronic or near chronic absenteeism has contributed to the campus not reaching the 97% attendance goal. Low student attendance directly impacts student performance.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

Our ADA failed to meet our goal of 97% in 2024-2025. We primarily missed our goal due to 138 students (14.57% of our population) with more than 10 absences.

Current attendance procedures have not effectively reduced excessive absences. Inconsistent parent and student awareness of the academic impact of absences, combined with limited targeted interventions for students with chronic or near chronic absenteeism has contributed to the campus not reaching the 97% attendance goal. Low student attendance directly impacts student performance.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

9

Our ADA failed to meet our goal of 97% in 2024-2025. We primarily missed our goal due to 138 students (14.57% of our population) with more than 10 absences.

Current attendance procedures have not effectively reduced excessive absences. Inconsistent parent and student awareness of the academic impact of absences, combined with limited targeted interventions for students with chronic or near chronic absenteeism has contributed to the campus not reaching the 97% attendance goal. Low student attendance directly impacts student performance.

Performance Objective 2

We will decrease the number and percentage of students who are chronically absent from 3.7% to 2 % by May 2026.

Evaluation Data Source: End of the year attendance reports will show the expected increase in our overall attendance for the 2025-2026 school year.

Strategy 1

Working collaboratively, administrators, attendance clerk, and classroom teachers will monitor student attendance by filling out 8 a.m. attendance. Front office staff will call parents who's to track students not being on campus. Administrators will assist with parent conferences and home visits. Students who are showing signs of absenteeism will be referred to the MTSS process to develop attendance intervention plans.

Strategy's Expected Result/Impact: Cases and percentage of chronic absences will decrease.

Staff Responsible for Monitoring: Attendance clerk, administrators, and classroom teachers

Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 9

Funding Sources: 199 - General Funds,

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 2

Campus leaders will implement truancy prevention measures for students/families who are in truancy status.

Strategy's Expected Result/Impact: Cases of chronic absenteeism will be decreased by the end of the school year

Staff Responsible for Monitoring: Campus administrators and Attendance clerk

Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 9

Funding Sources: 199 - General Funds,

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our ADA failed to meet our goal of 97% in 2024-2025. We primarily missed our goal due to 138 students (14.57% of our population) with more than 10 absences.

Current attendance procedures have not effectively reduced excessive absences. Inconsistent parent and student awareness of the academic impact of absences, combined with limited targeted interventions for students with chronic or near chronic absenteeism has contributed to the campus not reaching the 97% attendance goal. Low student attendance directly impacts student performance.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

Our ADA failed to meet our goal of 97% in 2024-2025. We primarily missed our goal due to 138 students (14.57% of our population) with more than 10 absences.

Current attendance procedures have not effectively reduced excessive absences. Inconsistent parent and student awareness of the academic impact of absences, combined with limited targeted interventions for students with chronic or near chronic absenteeism has contributed to the campus not reaching the 97% attendance goal. Low student attendance directly impacts student performance.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

9

Our ADA failed to meet our goal of 97% in 2024-2025. We primarily missed our goal due to 138 students (14.57% of our population) with more than 10 absences.

Current attendance procedures have not effectively reduced excessive absences. Inconsistent parent and student awareness of the academic impact of absences, combined with limited targeted interventions for students with chronic or near chronic absenteeism has contributed to the campus not reaching the 97% attendance goal. Low student attendance directly impacts student performance.

Performance Objective 3

We will decrease the number of conduct referrals by 20% from the previous year by the end of May 2026 through the consistent implementation of a Student Culture (PBIS)PAWS process.

Evaluation Data Source: PBIS reports generated through the collection of PAWS tickets

Strategy 1

Campus staff will be provided ongoing training and support to implement effectively our Student Culture (PBIS) process in order to decrease the amount of conduct referrals occurring in the common areas.

Strategy's Expected Result/Impact: The conduct referrals occurring in the common areas will decrease by the end of the school year

Staff Responsible for Monitoring: PBIS Team and Admin

Problem Statements: School Processes & Programs 7 - Perceptions 1

Funding Sources: 199 - General Funds, \$1,000

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

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 2

A system of rewards and consequences will be implemented to reinforce positive behaviors in the common areas.

1

65.2% of parents feel the school handles discipline fairly.

Processes and programs need to continue to be implemented consistently to promote positive school culture and meet the needs of all students to achieve academic success. Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Pre-K teachers and teacher aides will receive ongoing Professional Development and support related to grade level expectations, resources, and best teaching practices related to these 5 Circle indicators.



State Compensatory Education

State Compensatory

Budget for Brandenburg Elementary School

Total SCE Funds: \$36,700.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

An Instructional paraprofessional is funded through SCE, and she helps provide instructional support in the classroom for struggling students.

Personnel for Brandenburg Elementary School

Name	Position	FTE
Bertha Ortega	Instructional Para	1



Title I Summary

Title I

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

1.1 Description of CNA Process

Brandenburg's team conducted a comprehensive needs assessment (CNA) from May to 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

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 Spring and 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 CIP 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)

Brandenburg 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)

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

Brandenburg 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
Brenda Mercado	3-5 Interventionist	Instructional	1
Carla Sepulveda	T-1 General Instructional Aide	Instructional	1
Elizabeth Armendariz	K-2 Interventionist	Instructional	1
Priscilla Aguilar	T-1 General Instructional Aide	Instructional	1
Soledad Guerrero	Parent/Family Engagement liaison	Title I	1



Funding Summary

Funding Summary

199 - General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$0.00
2	1	3		--	\$5,000.00
3	1	1		--	\$500.00
3	1	2		--	\$9,000.00
3	2	1		--	\$0.00
3	2	2		--	\$0.00
3	3	1		--	\$1,000.00
3	3	2		--	\$2,000.00
3	3	3		--	\$0.00
				Sub-Total	\$17,500.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$78,000.00
1	3	3	Tutoring Materials	--	\$5,000.00
1	3	3	Salaries	--	\$10,000.00
1	3	4		--	\$0.00
1	3	5		--	\$0.00
1	4	1		--	\$0.00
1	4	2		--	\$0.00
1	5	1		--	\$0.00
1	5	2		--	\$0.00

1	5	3		--	\$0.00
1	6	1		--	\$0.00
1	6	2		--	\$0.00
1	6	3	Tutoring	--	\$20,000.00
1	6	4		--	\$0.00
1	7	1		--	\$0.00
1	7	2		--	\$0.00
1	7	4		--	\$5,000.00
1	8	1		--	\$0.00
1	8	2		--	\$0.00
1	9	1		--	\$0.00
1	9	2		--	\$0.00
1	9	3		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
				Sub-Total	\$118,000.00



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

