

Irving Independent School District



John Haley Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

The fundamental purpose of John Haley Elementary is to ensure that all students learn at high levels to reach their full potential.

Vision

John Haley Elementary will be a leading example of how to transform students into productive thinkers and successful citizens.

Value Statement

John Haley Collective Commitments

1. Create a safe and positive learning environment that fosters a sense of community
2. Study and implement the curriculum with fidelity while fostering a productive learning environment
3. Collaborate with our colleagues, parents, and students to create a community of learners
4. Analyze assessment data to drive instruction and achieve high levels of students growth
5. Empower and motivate students to set and achieve individual goals
6. Strengthen our craft through professional development including coaching, learning walks, and feedback
7. Balance our personal and professional lives to maintain a positive school climate

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Comprehensive Needs Assessment

Demographics

Summary

The population at John Haley Elementary is composed 781 of diverse students.

The ethnic groups represented are as follows:

Hispanic 91.91%

American Indian - Alaskan Native- 0.29%

Asian- 0.87%

Black - African American-1.73%

Native Hawaiian - Pacific Islander-0.14%

White-5.06%

Two-or-More-0.0%

SpEd-10.40%

Overall, 89.02% of our students are at-risk.

Our mobility rate is 15.91%. The majority of students come and go from within the district. Some students come from out of state or country. Students who move and need to live with other families or whose parents do not have a place of their own are offered support through our Project Pass program in the district.

Strengths

- Special programs are aligned with the desires of our students and with the philosophy and beliefs of our teachers and administrators.
- John Haley is the second highest attended school in the district with 96.1% attendance rate.
- Small turnover in staff
- The race/ethnicity of staff is relative to the student body population

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual students are not meeting grade level Reading and Math performance levels .	Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.
2 ★	Severe student behaviors interrupts our daily learning instruction.	Teachers need specific training on addressing specialized student behaviors and how to use restorative practices with students who repeatedly do not follow the rules.
3 ★	We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.	Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

★ = Priority

Student Learning

Summary

In the 24-25 school year John Haley had an **overall STAAR** scores of:

Approaches- 63%; Meets- 35%; Masters- 11%

Reading:

Approaches: 61%; Meets- 37%; Masters-11%

Math:

Approaches: 60%; Meets- 30%; Masters-10%

Science:

Approaches: 71%; Meets- 37% Masters-10%

Strengths

J Haley students tend to score higher in Reading than Math. We currently have a STEM class to help engage and cultivate students' learning in Science and Math.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

Students' math achievement has declined as demonstrated on MAP and STAAR scores.

Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

2
★

Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.

Students are not receiving strong phonics instruction which impacts reading comprehension.

3
★

Students are not setting, tracking, and working towards their individual goals .

Teachers have failed to track reading comprehension levels and have not used data to set individual student goals.

4
★

Special Education students continue to score significantly below other student groups in reading, math, and science.

There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

5
★

The students in the white subgroup did not meet STAAR accountability targeted goals for Reading and Math.

Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.

6



PK Circle assessment results show slower progress with rapid vocabulary and Math.

Students are not receiving strong phonics instruction, which impacts reading comprehension.

 = Priority

School Processes & Programs

Summary

- When needing to fill a staff position, teacher teams are consulted and help determine the strengths needed in the new hire. Teachers are a part of the interview team and contribute specific questions based on the needs of the team/campus. Interview teams consisted of the same people for all candidates for a specific position for equity. Campus instructional leaders consider the needs of the campus, the team, and the students when hiring. Candidates do a panel interview with teacher teams and sometimes a second interview is held with more specific data/lesson presentation/data tasks.
- Roles and responsibilities are clearly defined for instructional leaders. Team leaders meet monthly with instructional and support staff to collect information, address issues, and disseminate information back to their teams. Meeting dates are provided and scheduled on the John Haley shared calendar at the beginning of the school year for the entire year.
- In the creation of the CIP, campus leadership teams were part of the collaborative process of identifying and defining John Haley and the needs of the campus. Teacher teams were also a part of the goal setting process for student achievement. Each teacher then set classroom goals based on the overall campus goals the specific data for students in their classroom.
- For progress monitoring, teachers met weekly to determine essential standards being tested/monitored, create lessons, model lessons, and discuss data from the previous week to make instructional adjustments. Progress is tracked in a weekly data folder and shared with all stakeholders.
- After reviewing data on campus/district/state assessments, trends are identified with teacher teams. Based on the data from this year, our professional development will focus on short constructed responses and using the ELPS to target our second language learners.
- A master calendar is established to maximize instruction time. Tier 1 instruction is a protected time where no students can be pulled. An intervention/enrichment block is established for additional support staff to support teachers and students in the grade level to help close gaps. Weekly data meetings are established for stakeholders to review data and make adjustments to instruction.

Strengths

- Clear processes in place for recruiting/hiring highly qualified staff
- Roles and responsibilities are clearly defined for instructional leaders
- Stakeholders are a collaborative part of decision making process on campus
- Processes are in place to review/analyze and respond to data and student/campus instructional needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.</p>	<p>Teachers scaffolding instruction several grade levels during TIER 1.</p>
<p>2 ★</p> <p>At least 25-30% of our students are receiving interventions via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.</p>	<p>When students goals are developed during MTSS meetings, interventions and progress monitoring are not used with fidelity.</p>

★ = Priority

Perceptions

Summary

The fundamental purpose of John Haley Elementary is to ensure that ALL students learn at high-levels to reach their full potential.

John Haley will grow to be a leading example of transforming and supporting students into productive thinkers and successful citizens. At this time, John Haley does not have a community partnership, but we were able to get some donations.

In addition, we provide family engagement activities such as Math, Literacy, and Science Nights, Multicultural night, TOP Dog, Coffee with the Principal, monthly lunch with students, and Parent Volunteering to work collaboratively with parents while fostering an environment of achievement and learning.

Strengths

As evidenced by data collected through surveys, needs assessments, as well as community input opportunities, John Haley has an overall positive perception among the community. Parent and community presence and involvement in school-related events have increased by 10% in the past two years.

In addition, we believe in greeting students at the door every day. We believe in fostering connections with our students and community. Our faculty believes in creating an inclusive environment where we foster engagement, hope, and academic success.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause


1



Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.

We have not provided parents with a variety of outlets to provide feedback.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students are not setting, tracking, and working towards their individual goals .

Teachers have failed to track reading comprehension levels and have not used data to set individual student goals.

2
★

Students' math achievement has declined as demonstrated on MAP and STAAR scores.

Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

3
★

Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.

Teachers scaffolding instruction several grade levels during TIER 1.

4
★

Emergent Bilingual students are not meeting grade level Reading and Math performance levels .

Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

5
★

Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.

Students are not receiving strong phonics instruction which impacts reading comprehension.

6
★

Severe student behaviors interrupts our daily learning instruction.

Teachers need specific training on addressing specialized student behaviors and how to use restorative practices with students who repeatedly do not follow the rules.

7



We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.

Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

8



Special Education students continue to score significantly below other student groups in reading, math, and science.

There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

9



The students in the white subgroup did not meet STAAR accountability targeted goals for Reading and Math.

Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.

10



Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.

We have not provided parents with a variety of outlets to provide feedback.

11



PK Circle assessment results show slower progress with rapid vocabulary and Math.

Students are not receiving strong phonics instruction, which impacts reading comprehension.

12



At least 25-30% of our students are receiving interventions via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.

When students goals are developed during MTSS meetings, interventions and progress monitoring are not used with fidelity.

= 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data



Goals

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of PK students who are Proficient on all 5 (English and Spanish) Circle indicators by at least 10% by May 2026. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

Evaluation Data Source: Circle data and six weeks formative assessments. Circle Test Indicators include: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, and Early Writing Skills.

Strategy 1 Additional Targeted Support Strategy

Teachers and support staff will use Circle, MAP and unit assessments data to ensure targeted reading lessons are being delivered to each student during small groups.

Strategy's Expected Result/Impact: This prescriptive instruction will ensure that students grow exponentially to meet their individual growth goals. RTI plans, MTSS goals/individual goals, tutoring

Staff Responsible for Monitoring: Teachers, Admin, Academic Specialist, Interventionist, Paraprofessionals

Problem Statements: Student Learning 1, 6

Funding Sources: Tutoring 211 - Title I-A, \$11,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Strategy 2

Teacher will embed their CIRCLE progress monitoring checks during their English Language Arts period and track students' fluency development every six weeks.

Strategy's Expected Result/Impact: Students scores will increase as well as campus assessments and District Common Assessments

Staff Responsible for Monitoring: Academic specialists, interventionist, admin, teachers

Problem Statements: Student Learning 2, 6

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Improve low-performing schools

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students' math achievement has declined as demonstrated on MAP and STAAR scores.	Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.
2 Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.	Students are not receiving strong phonics instruction which impacts reading comprehension.
6 PK Circle assessment results show slower progress with rapid vocabulary and Math.	Students are not receiving strong phonics instruction, which impacts reading comprehension.

Performance Objective 2

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 45% to 55% by May 2026.

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 77% to 81% by May 2026.

Evaluation Data Source: Circle Data and every six formative assessments.

Strategy 1

Teachers will embed the CIRCLE progress monitoring checks during the Language Arts period to ensure students' phonological awareness transfers into prereading skills.

Strategy's Expected Result/Impact: An increase of 5% in phonological awareness on the Circle assessment

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 6

Funding Sources: 199 - General Funds,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Teachers will demonstrate fidelity of implementation of district created, fully aligned, curriculum for reading.

Strategy's Expected Result/Impact: Lessons will provide high levels of engagement and rigor leading to deeper understandings of the phonological awareness.

Staff Responsible for Monitoring: Classroom teachers, Academic Specialist

Problem Statements: Demographics 1 - Student Learning 2

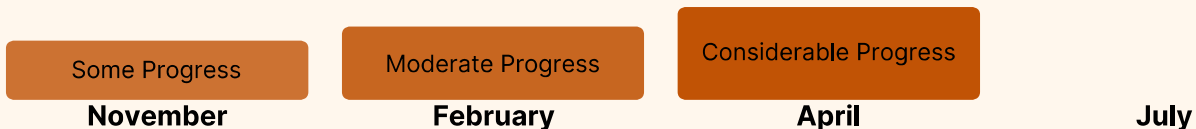
Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Emergent Bilingual students are not meeting grade level Reading and Math performance levels .

Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.	Students are not receiving strong phonics instruction which impacts reading comprehension.
6	PK Circle assessment results show slower progress with rapid vocabulary and Math.	Students are not receiving strong phonics instruction, which impacts reading comprehension.

Performance Objective 3 High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 34 % to 45% by May 2026.

Increase the percentage of Hispanic students from 34% to 45% by May 2026.

Evaluation Data Source: STAAR and District DCA data

Strategy 1

Teachers will work on internalization skills with district support or Sustain Ed consultants, and focus on the tier 1 learning and how to support students who are multiple years behind.

Strategy's Expected Result/Impact: Teachers will have additional insight to student development, tier 1 lessons, vocabulary development, how to track student growth, and pinpoint instructional gaps to target for learners to close gaps.

Staff Responsible for Monitoring: Academic Specialist

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.2

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

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

Formative Reviews

Some Progress

November

Moderate Progress

February

Moderate Progress

April

July

Strategy 2

90% of instructional staff will use MAP and STAAR data to develop individual and grade level goals.

Strategy's Expected Result/Impact: Student mastery of reading concepts will increase because of the student focus using essential TEKS. Students will have individual folders to monitor their data. Teachers will use the data trackers to monitor students growth .

Staff Responsible for Monitoring: Teachers, administration, instructional support

Problem Statements: Student Learning 2, 3, 5

Funding Sources: Tutoring 211 - Title I-A, \$2,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Strategy 3

Launch structured reading intervention for SPED, EB and all students using AMIRA.

Strategy's Expected Result/Impact: Growth in Meets/Masters for struggling readers.

Staff Responsible for Monitoring: Teachers, administration,

Problem Statements: Demographics 1, 3

Funding Sources: Tutoring 211 - Title I-A, \$2,000

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

Moderate Progress

April

July

Strategy 4

100% of instructional staff will attend monthly professional learning on instructional strategies.

Strategy's Expected Result/Impact: With teachers applying evidence-based strategies, students will better understand and retain grade-level content, leading to higher achievement on classroom assessments, benchmarks, and STAAR.

Staff Responsible for Monitoring: Teachers, administration, instructional support

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1

Funding Sources: 199 - General Funds: SCE, \$11,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

Moderate Progress

February

Moderate Progress

April

July

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Emergent Bilingual students are not meeting grade level Reading and Math performance levels .

Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

3

We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.

Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students' math achievement has declined as demonstrated on MAP and STAAR scores.

Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

2

Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.

Students are not receiving strong phonics instruction which impacts reading comprehension.

3

Students are not setting, tracking, and working towards their individual goals .

Teachers have failed to track reading comprehension levels and have not used data to set individual student goals.

5

The students in the white subgroup did not meet STAAR accountability targeted goals for Reading and Math.

Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.

Teachers scaffolding instruction several grade levels during TIER 1.

Performance Objective 4 High Priority

- Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 57% to 62% by May 2026.
- Increase the percentage of Hispanic students from 57% to 62% by May 2026.
- Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP Growth in English from 21% to 31% by May 2026.
- Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP Growth in Spanish from 61% to 71% by May 2026.
- Increase the percentage of Hispanic students from 61% to 71% by May 2026.

Evaluation Data Source: MAP Data

Strategy 1

Teachers will use small group to work on learning gaps with students at least 3 times per week.

Strategy's Expected Result/Impact: Student MAP scores will increase as well as Math campus assessments, District Common Assessments and STAAR

Staff Responsible for Monitoring: Teachers, Specialists and Support, and Administration

Problem Statements: Demographics 3 - Student Learning 1, 3

Funding Sources: Tutoring 211 - Title I-A, \$2,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

Moderate Progress

Moderate Progress

Strategy 2

Teachers will follow the district's state-standard aligned K-5th grade curriculum for Tier I instruction.

Strategy's Expected Result/Impact: Students scores will increase on campus assessments, District Common Assessments, MAP and STAAR.

Staff Responsible for Monitoring: Academic specialists, interventionist, admin, teachers

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

Funding Sources: Supplies for the classroom 199 - General Funds, \$1,000

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

February

Moderate Progress

April

July

Strategy 3

Teachers will incorporate instructional strategies from PD training including: K-12 Instructional Playbook, Bilingual, GT, SPED instruction to help students with tier 1 and small group lessons.

Strategy's Expected Result/Impact: Teachers will be able to select high yield instructional strategies to incorporate in Tier 1 and small group instruction, including writing responses.

Staff Responsible for Monitoring: Academic Specialist, Admin

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

Funding Sources: Instructional Material 199 - General Funds,

Title I: 2.5.2

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

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

Formative Reviews

Some Progress

November

Moderate Progress

February

Moderate Progress

April

July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual students are not meeting grade level Reading and Math performance levels .	Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.
3	We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.	Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students' math achievement has declined as demonstrated on MAP and STAAR scores.	Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.
2	Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.	Students are not receiving strong phonics instruction which impacts reading comprehension.
3	Students are not setting, tracking, and working towards their individual goals .	Teachers have failed to track reading comprehension levels and have not used data to set individual student goals.
4	Special Education students continue to score significantly below other student groups in reading, math, and science.	There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
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1

Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.

Teachers scaffolding instruction several grade levels during TIER 1.

Performance Objective 5 **High Priority**

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 33% to 43% by May 2026.
Increase the percentage of Hispanic students from 33% to 43% by May 2026.

Evaluation Data Source: DCA and Math STAAR

Strategy 1

Teachers will internalize lessons to anticipate and address students' misconceptions, ensuring mastery with essential skills.

Strategy's Expected Result/Impact: Improvement of students conceptual understanding is evident through unit tests and class skills monitoring trackers.

Staff Responsible for Monitoring: Teachers, administration, instructional support

Problem Statements: Student Learning 1, 5

Funding Sources: Tutoring 211 - Title I-A, \$1,000, IXL Program 199 - General Funds: SCE, \$2,500

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

February

Moderate Progress

April

July

Strategy 2

All instructional staff will develop and guide students to set MAP goals, unit assessment goals and STAAR goals.

Strategy's Expected Result/Impact: Math will increase because the student will know what TEKS they need to be working on since they are tracking their data in their individualized folder. Teachers will track student data in their data trackers and using All in learning to track their exit tickets and RTI.

Staff Responsible for Monitoring: Teachers, administration

Problem Statements: Student Learning 3

Funding Sources: All in Learning APP 199 - General Funds: SCE, \$4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Strategy 3

Use the strategies from ongoing Professional Development from district and Great Minds to add instructional supports in lessons to support learners in math content.

Strategy's Expected Result/Impact: Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including but not limited to chunking, think/pair/share, and sentence stems.

Staff Responsible for Monitoring: Classroom teachers, Academic Specialist

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.2, 2.5.3

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

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

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Emergent Bilingual students are not meeting grade level Reading and Math performance levels .

Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students' math achievement has declined as demonstrated on MAP and STAAR scores.

Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

3

Students are not setting, tracking, and working towards their individual goals .

Teachers have failed to track reading comprehension levels and have not used data to set individual student goals.

5

The students in the white subgroup did not meet STAAR accountability targeted goals for Reading and Math.

Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.

Performance Objective 6

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 27% to 37 % by May 2026.

Increase the percentage of Hispanic students scoring Meets from 28% to 38% by May 2026.

Evaluation Data Source: STAAR data

Strategy 1

Building numeracy skills through number talks and math fluency drills and daily routines.

Strategy's Expected Result/Impact: Students will be able to think flexibly about numbers to support solving problems and practice basic math facts fluency routinely.

Staff Responsible for Monitoring: classroom teachers

Problem Statements: Demographics 3 - Student Learning 1

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews

Some Progress

November

Some Progress

February

Some Progress

April

July

Strategy 2

Teachers will internalize lessons to anticipate and address students' misconceptions, ensuring mastery with essential skills.

Strategy's Expected Result/Impact: Improvement of students conceptual understanding is evident through unit tests and class skills monitoring trackers.

Staff Responsible for Monitoring: Teachers, administration, instructional support

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

Funding Sources: Tutoring 211 - Title I-A, \$1,000, IXL Program 199 - General Funds: SCE, \$2,500

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Strategy 3

All instructional staff will develop and guide students to set MAP goals, unit assessment goals and STAAR goals.

Strategy's Expected Result/Impact: Math will increase because the student will know what TEKS they need to be working on since they are tracking their data in their individualized folder. Teachers will track student data in their data trackers and using All in learning to track their exit tickets and RTI.

Staff Responsible for Monitoring: Teachers, administration

Problem Statements: Student Learning 3

Funding Sources: All in Learning APP 199 - General Funds: SCE, \$4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Strategy 4

Use the strategies from ongoing Professional Development from district and Great Minds to add instructional supports in lessons to support learners in math content.

Strategy's Expected Result/Impact: Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including but not limited to chunking, think/pair/share, and sentence stems.

Staff Responsible for Monitoring: Classroom teachers, Academic Specialist

Problem Statements: Demographics 1 - Student Learning 1

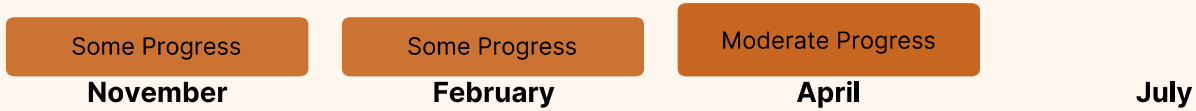
Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.2, 2.5.3

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

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

Formative Reviews



Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual students are not meeting grade level Reading and Math performance levels .	Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.
3	We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.	Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students' math achievement has declined as demonstrated on MAP and STAAR scores.	Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.
3	Students are not setting, tracking, and working towards their individual goals .	Teachers have failed to track reading comprehension levels and have not used data to set individual student goals.

5

The students in the white subgroup did not meet STAAR accountability targeted goals for Reading and Math.

Teachers do not have an extensive understanding on how to differentiate instruction. Therefore, teachers need professional development on how to effectively differentiate instruction to include planning for small group instruction.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.

Teachers scaffolding instruction several grade levels during TIER 1.

Performance Objective 7

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 58% to 63% by May 2026.
Increase the percentage of Hispanic students from 58% to 63% by May 2026.

Evaluation Data Source: MAP data

Strategy 1

Building numeracy skills through number talks and math fluency drills and daily routines.

Strategy's Expected Result/Impact: Students will be able to think flexibly about numbers to support solving problems and practice basic math facts fluency routinely.

Staff Responsible for Monitoring: classroom teachers

Problem Statements: Demographics 3 - Student Learning 1

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Strategy 2

Teachers will internalize lessons to anticipate and address students' misconceptions, ensuring mastery with essential skills.

Strategy's Expected Result/Impact: Improvement of students conceptual understanding is evident through unit tests and class skills monitoring trackers.

Staff Responsible for Monitoring: Teachers, administration, instructional support

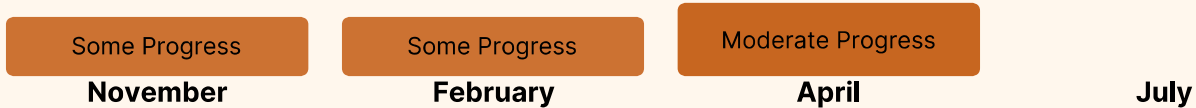
Problem Statements: Student Learning 4 - School Processes & Programs 1

Funding Sources: Tutoring 211 - Title I-A, \$1,000, IXL Program 199 - General Funds: SCE, \$2,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

All instructional staff will develop and guide students to set MAP goals, unit assessment goals and STAAR goals.

Strategy's Expected Result/Impact: Math will increase because the student will know what TEKS they need to be working on since they are tracking their data in their individualized folder. Teachers will track student data in their data trackers and using All in Learning to track their exit tickets and RTI.

Staff Responsible for Monitoring: Teachers, administration

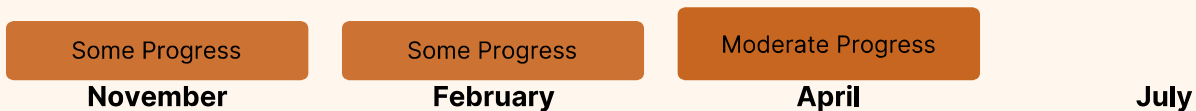
Problem Statements: Student Learning 3

Funding Sources: All in Learning APP 199 - General Funds: SCE, \$4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Use the strategies from ongoing Professional Development from district and Great Minds to add instructional supports in lessons to support learners in math content.

Strategy's Expected Result/Impact: Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including but not limited to chunking, think/pair/share, and sentence stems.

Staff Responsible for Monitoring: Classroom teachers, Academic Specialist

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.2, 2.5.3

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

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

Formative Reviews



Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Emergent Bilingual students are not meeting grade level Reading and Math performance levels .	Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.
3 We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.	Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students' math achievement has declined as demonstrated on MAP and STAAR scores.	Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.
3 Students are not setting, tracking, and working towards their individual goals .	Teachers have failed to track reading comprehension levels and have not used data to set individual student goals.

4

Special Education students continue to score significantly below other student groups in reading, math, and science.

There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.

Teachers scaffolding instruction several grade levels during TIER 1.

Performance Objective 8

Students will be appropriately placed in the correct class according to Eschool, specifically GT, BIL and SPED students.

Evaluation Data Source: REG reports 3115, 1101, and 3101 based on the cluster grouping model

Strategy 1

Students will be evaluated for the Gifted and Talented Program throughout the school year.

Strategy's Expected Result/Impact: Classes will be clustered to better meet the needs of learners.

Staff Responsible for Monitoring: Counselors, GT Lead teachers on Building committee, Admin

Problem Statements: Demographics 3 - Student Learning 4

Title I: 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Performance Objective 8 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.

Teacher lack training on appropriate ESL/native language strategies and scaffolding have not been implemented with fidelity.

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Special Education students continue to score significantly below other student groups in reading, math, and science.

There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Goal 2

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

Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 7%(51 students) to 3% by May 2026.

Decrease the percentage of absences of Non-LEP students from 10% to 5% by May 2026.

Evaluation Data Source: Attendance reports from Chronos

Strategy 1

Phone calls will be made by the teacher, administrator, or attendance clerk for students with 3 or more absences per six weeks. Students with chronic attendance issues will be issued warning letters with updates on their number of absences. Students will be required to have a doctor's note for more than 3 consecutive days of missing school.

Strategy's Expected Result/Impact: Improvement of attendance can lead to improvement of classroom performance due to fewer missed educational experiences.

Staff Responsible for Monitoring: DP Clerk, Admin, Counselors, Classroom Teachers

Problem Statements: Demographics 1, 3

Title I: 2.5.1

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Strategy 2

Every six weeks will celebrate perfect Atten-DANCE.

Strategy's Expected Result/Impact: Students will encourage parents with getting them to school on time, so they can be apart of the club and earn prizes

Staff Responsible for Monitoring: DP Clerk, Counselors

Problem Statements: Demographics 1 - Student Learning 1, 2, 4

Funding Sources: Material 199 - General Funds,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

February

Considerable Progress

April

July

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Emergent Bilingual students are not meeting grade level Reading and Math performance levels .

Appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

3

We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.

Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students' math achievement has declined as demonstrated on MAP and STAAR scores.

Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

2

Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.

Students are not receiving strong phonics instruction which impacts reading comprehension.

4

Special Education students continue to score significantly below other student groups in reading, math, and science.

There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

Performance Objective 2

Decrease the percentage of school suspensions for Hispanic students referred for disciplinary action from 0.6 % to 0.3 % by May 2026.

Decrease the number of discretionary referrals for African-American/Black students from 0.7% to 0.3% by May 2026.

Evaluation Data Source: Eschool data and ondata suite

Strategy 1

Establish campus-wide common procedures in the classrooms, targeting classroom management.

Strategy's Expected Result/Impact: Better classroom management and having common procedures between partner teachers.

Problem Statements: Demographics 2

Funding Sources: 199 - General Funds,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

November

Moderate Progress

February

Moderate Progress

April

July

Strategy 2

Supporting campus through the RISE district PD. Including different topics of focus each six weeks to incorporate in PLT, faculty meetings, campus PD. Topics can include: restorative practices, peer supports, building a positive classroom environment, and grade level tribes to reinforce core values of campus.

Strategy's Expected Result/Impact: Giving teachers additional supports with classroom management and supporting students and behaviors.

Staff Responsible for Monitoring: Counselors, Admin

Problem Statements: Demographics 2 - School Processes & Programs 1

Funding Sources: Instructional Materials 199 - General Funds,

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

February

Considerable Progress

April

July

Strategy 3

Counselors will tailor grade level teach pieces to the needs of the grade and group. Counselors will provide guided lessons including but not limited to: addressing anti-bullying strategies and conflict resolution .

Strategy's Expected Result/Impact:

The percentage of referrals will decrease for the current African-American/Black students. Students will have more tools to help regulate behaviors.

Staff Responsible for Monitoring: Counselors, Admin., Teachers

Problem Statements: Demographics 2

Funding Sources: 199 - General Funds,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

February

Considerable Progress

April

July

Strategy 4

Provide teachers with MTSS - Tiered behavior checklist and interventions. Meet with teachers to gather information and help them implement behavior interventions and strategies.

Strategy's Expected Result/Impact: Decrease the number of office referrals and absences by 10%.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 2 - School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

Some Progress

Moderate Progress

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Severe student behaviors interrupts our daily learning instruction.

Teachers need specific training on addressing specialized student behaviors and how to use restorative practices with students who repeatedly do not follow the rules.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Teachers might struggle to differentiate instruction effectively to meet the varying academic levels and learning paces of students within the same classroom.

Teachers scaffolding instruction several grade levels during TIER 1.

2

At least 25-30% of our students are receiving interventions via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.

When students goals are developed during MTSS meetings, interventions and progress monitoring are not used with fidelity.

Goal 3

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

Performance Objective 1

Campus will receive a status of Diamond in the Seal of Excellence.

Evaluation Data Source: Volunteer sign-ins; surveys; parent classes; family nights

Strategy 1

Increase the number of campus volunteers from last school year from 10 to 20 volunteers in the 25-26 school year. Recruit volunteers to support John Haley in various ways including PTO, lunch duty and All Pro Dad.

Strategy's Expected Result/Impact: Community Resources to help connect with families possibly in need and building positive connections with home to school connections.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Demographics 3 - Student Learning 1

Funding Sources: 211 - Title I-A,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Strategy 2

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

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

Staff Responsible for Monitoring: Parent Liaison, Counselors

Problem Statements: Student Learning 1, 2 - Perceptions 1

Funding Sources: 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

We have a large population of English Language Learners (ELLs) needing intensive support with language acquisition.

Teacher lack training on appropriate ESL/ native language strategies and scaffolding have not been implemented with fidelity.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students' math achievement has declined as demonstrated on MAP and STAAR scores.

Teachers need professional development to gain conceptualization and understanding of the TEKS to deliver effective TIER 1 instruction and differentiation in small group.

2

Gaps in students' phonics, fluency and reading comprehension are evident in district screeners and STAAR Scores.

Students are not receiving strong phonics instruction which impacts reading comprehension.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.

We have not provided parents with a variety of outlets to provide feedback.



Title I Summary

Title I

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

1.1 Description of CNA Process

The campus needs assessment is conducted in collaboration with the campus instructional leadership team, parent representatives and campus improvement committee input. The Campus Improvement Committee meets 4 times per school year. Data is collected based on student achievement and academic needs, professional developments, staffing patterns, and parent engagement events throughout the year.

1.2 Location for Evidence of Multiple Meetings Held

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

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

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

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

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

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

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

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

2.2 Stakeholders 1114(b)(2)

Our 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.
- Families & Community Members: Parents and community partners were invited to participate through CIC meetings, parent surveys, and family engagement events. Feedback was solicited during CNA sessions, family nights, and through surveys distributed electronically and in-person.

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

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

- The finalized CIP is posted on the 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

Our 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
Ezella Guyton-Causey	Interventionist		
Sandy Maldonado	Interventionist		



Funding Summary

Funding Summary

199 - General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$0.00
1	2	2	Instructional Materials	--	\$0.00
1	3	1	Instructional Materials	--	\$0.00
1	4	2	Supplies for the classroom	--	\$1,000.00
1	4	3	Instructional Material	--	\$0.00
1	5	3	Instructional Materials	--	\$0.00
1	6	4	Instructional Materials	--	\$0.00
1	7	4	Instructional Materials	--	\$0.00
2	1	2	Material	--	\$0.00
2	2	1		--	\$0.00
2	2	2	Instructional Materials	--	\$0.00
2	2	3		--	\$0.00
Sub-Total					\$1,000.00

199 - General Funds: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4		--	\$11,000.00
1	5	1	IXL Program	--	\$2,500.00
1	5	2	All in Learning APP	--	\$4,000.00
1	6	2	IXL Program	--	\$2,500.00
1	6	3	All in Learning APP	--	\$4,000.00
1	7	2	IXL Program	--	\$2,500.00
1	7	3	All in Learning APP	--	\$4,000.00
Sub-Total					\$30,500.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring	--	\$11,000.00
1	1	2		--	\$0.00
1	3	2	Tutoring	--	\$2,000.00
1	3	3	Tutoring	--	\$2,000.00
1	4	1	Tutoring	--	\$2,000.00
1	5	1	Tutoring	--	\$1,000.00
1	6	2	Tutoring	--	\$1,000.00
1	7	2	Tutoring	--	\$1,000.00
3	1	1		--	\$0.00
3	1	2		--	\$0.00
Sub-Total					\$20,000.00



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

