

Irving Independent School District



Good Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

At John R. Good our mission is to create a community that is prepared, respectful, demonstrates integrity and diligence, and strives for excellence.

Vision

At John R. Good our vision is to work interdependently within a safe learning environment to ensure growth for every child.

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Comprehensive Needs Assessment

Demographics

Summary

Good Elementary serves 684 students in grades PK4 through 5th, about 60 fewer than projected for the 2025–2026 school year. Enrollment is fairly balanced across grade levels, with the largest group in third grade (114 students). The student body is predominantly Hispanic (94%), with nearly 91% identified as economically disadvantaged and 88% as at risk. A large majority (77.5%) are emergent bilinguals, served through bilingual, ESL, or alternative programs. Other special populations include 14% identified as Gifted and Talented, 11.66% receiving Special Education services, 3.2% with 504 plans, and 2.88% 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 35 ISS/OSS cases last year, about half occurring in common areas. Attendance remains an area of concern, with ADA dropping to 95.6% in 2024–2025, largely due to 32% of students accumulating 10 or more absences; current absence-excuse policies have not effectively curbed chronic absenteeism. Staff are highly experienced, with nearly three-quarters having more than six years of teaching experience, and the majority of teachers (79%) share the same Hispanic background as the community they serve. Overall, Good Elementary is a stable, engaged, and supportive school community with strong program alignment but faces challenges in enrollment, attendance, and chronic absenteeism.

Strengths

Strong parental engagement: Families consistently attend events such as Meet the Teacher Night, Open House, math/science/reading nights, awards assemblies, and Field Day.

Active community partnerships: Organizations such as NCH, MMC, and PAGA of Irving provide uniforms, incentives, and resources that directly support student and school success.

Experienced and diverse staff: 73% of teachers have more than 6 years of experience (10% higher than district/state averages), with 79% Hispanic representation—mirroring and supporting the student population.

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

Low discipline concerns: Only 35 ISS/OSS incidents were recorded in 2024–25, which is lower than district averages and indicates a positive learning climate.

Mobility rate decreased slightly from 17.55% (2023–24) to 16.94% (2024–25), showing progress in student stability.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Our Annual Average Daily Attendance (ADA) decreased from 96.2% in 2023-2024 to 95.6% in 2024-2025, primarily due to 233 students (32% of our population) with more than 10 absences.	Current attendance procedures have not effectively reduced excessive absences. Truancy interventions and parent outreach were inconsistent, leaving many students unmonitored once they passed the 10-absence threshold.
2 77.5% of our student population is Emergent Bilingual, with service models split between bilingual (55%), alternative bilingual (25%), and ESL (20%). In addition, this year the district has transitioned from Dual Language One-Way model to Early Exit Bilingual model.	Such variation of diverse programs and high EB enrollment require additional alignment, teacher training, and consistent academic/language support across models.
3★ Our enrollment for 2025-26 is about 60 students below the projected 744, impacting funding and staffing allocations.	Families are moving out of the attendance zone and/or choosing other schools due to housing changes, program availability, or school choice options, and we must provide the best customer service to the families we have and accept more transfers.
4 A considerable percentage of newcomers come with significant gaps in reading and math skills that affect their academics and severely interfere with their socio-emotional adjustment to a new culture.	The process to receive and welcome newcomers and their families focuses on language development and needs to include socio-emotional as well as foundational math and reading skills.
5 About 18% of our teaching staff are not fully certified, and they require support systems to help them get fully certified and be successful in their teaching assignments.	The cycle of observation and feedback, along with modeling and observation of execution, needs to be more systematic and consistent to ensure new teacher support.

★ = Priority

Student Learning

Summary

For 2025, Good Elementary earned a **D rating with a combined score of 69%**, the same overall accountability rating as 2024, though the campus showed growth in Domain I (Student Achievement, 56% → 59%) and Domain IIB (Relative Performance, 58% → 65%). STAAR Math results indicate that 64% of students scored at Approaches, 31% at Meets, and 12% at Masters, while Student Growth (Domain IIA, 71%) and Closing the Gaps (Domain III, 69%) remained unchanged. Notably, the campus missed earning a C rating by only one point in Domain III. Areas of concern include low performance in Reading, particularly in 3rd Grade where only 38% of students scored Approaches, 14% Meets, and 3% Masters—the lowest in the district. Writing also emerged as a weakness, as student scores in this area were significantly lower than in reading. TELPAS results show that English Learners are not meeting expected growth, and PK assessments revealed declines in phonological awareness (80% → 30%), rapid vocabulary (65%), math (90% → 81%), and early writing (90% → 78%). Despite these challenges, there were areas of success: 5th Grade Science improved dramatically from 20% Approaches in 2024 to 64% Approaches, 28% Meets, and 10% Masters in 2025, making it the highest in the district; 5th Grade Reading scored 70% Approaches, 46% Meets, and 23% Masters; and 4th Grade Math reached 66% Approaches, 48% Meets, and 20% Masters. Early literacy interventions also showed positive gains, with CORE and Estrellita completion rates increasing across Kinder–2nd Grade, and mClass results showing a rise in students at or above grade level from 55% to 68%. MAP results aligned closely with STAAR outcomes, confirming reliability of assessment data, though 3rd Grade Reading and Math fell in the low achievement and low growth quadrants. Overall, data highlights both areas of academic strength and “pockets of excellence” in teaching, but also reveals the need to strengthen early literacy foundations, improve reading and writing instruction, increase math mastery and growth, and address performance gaps across student sub-populations.

Strengths

Growth in Accountability Domains - Domain I (Student Achievement) improved from 56% to 59%, and Domain IIB (Relative Performance) improved significantly from 58% to 65%, showing that students are making progress compared to peers across the state.

Science Achievement - 5th Grade Science had a major turnaround, moving from 20% Approaches in 2024 to 64% Approaches, 28% Meets, and 10% Masters in 2025, ranking the highest in the district.

5th Grade Reading Success - 70% Approaches, 46% Meets, and 23% Masters show that students at this grade level are excelling in literacy and are more likely to be prepared for middle school.

4th Grade Math Achievement - Students scored 66% Approaches, 48% Meets, and 20% Masters, indicating strong performance and effective instruction at this grade level.

Early Literacy & Intervention Gains

- CORE completion rates increased across early grades: Kinder (from 40% to 70%), 1st Grade (from 40% to 60%), and 2nd Grade (from 60% to 75%), showing strong early foundational skill development.

- Additionally, mClass results also improved: students at or above grade level increased from 55% to 68%, with notable reductions in students in the “Red” risk category (from 33% to 21%).

Alignment Between MAP and STAAR - Correlations between MAP and STAAR scores indicate predictability and reliability of assessment data, which is a strength for instructional planning.

Pockets of Effective Instruction - Data indicates pockets of highly effective teaching teams (e.g., 5th Science, 5th Reading, 4th Math). These practices can be leveraged to support struggling grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Domain III (Closing the Gaps) remained at 69%, with only 3 out of 12 Student Success points and only 2 out of 12 points in Reading Meets/Masters. The campus missed a C rating by just one point.	Insufficient targeted supports and interventions to move students from Approaches, to Meets, to Masters, and inconsistent implementation of data-driven instruction across content areas.
2 ★ A breakdown of STAAR reading scores indicate that the writing portion of the test has negatively impacted student performance.	Editing and revising skills are not taught systematically in the new curriculum. In addition, the teaching of ECR, with a focus on the use of textual evidence, has not been consistently taught across grade levels.
3 ★ Our MAP scores indicate that our students are mostly performing at Low Achievement and Low Growth.	Instruction has primarily focused on teaching the curriculum without proper alignment to the skills assessed in MAP and insufficient focus on closing learning gaps.
4 ★ PK student performance dropped significantly in phonological awareness (from 80% to 30%), rapid vocabulary (from 80% to 65%), math (from 90% to 81%), and early writing (from 90% to 78%).	Inconsistent implementation of early literacy/math frameworks across PK classrooms, and lack of alignment between PK instructional practices and K-2 foundational skills.
5 ★ Data reflects pockets of highly effective teaching (5th Science, 5th Reading, 4th Math), but large disparities exist (e.g., 3rd Reading among the lowest in district).	Lack of consistent instructional practices and alignment to high-quality curriculum, and limited opportunities for teacher collaboration, peer observation, and capacity building. In addition, professional learning is not fully targeted to address identified student needs.

6
★

Although we have increased the percentage of students on grade level, as measured by CORE and mClass, comprehension and fluency, especially in English, is lagging behind, thus negatively affecting student performance in the upper grades.

Reading fluency, comprehension, and the connection between reading and writing has not been systematically taught across grade levels.

7

Students are not showing adequate progress in English language proficiency, as measured by TELPAS, impacting both Domain III and overall academic success.

Limited integration of language development strategies in core instruction, and insufficient opportunities for structured academic talk and writing in English.

★ = Priority

School Processes & Programs

Summary

Good Elementary has established structured processes for staffing, instructional leadership, and student learning. Hiring practices involve multiple channels, including the district application system, staff recommendations, and social media, followed by committee-led interviews and structured on-boarding to ensure staff retention, which remained strong at 92% in 2024–2025. Leadership development is promoted through grade-level leads, campus committees, and event planning roles. Teams collaborate in the CNA process to analyze data, identify root causes, and set performance objectives, which guide professional development, particularly in math, reading, and writing. Current priorities include closing learning gaps, strengthening curriculum alignment, enhancing RTI/MTSS processes, and reshaping PLCs to support new curricula. Instructional practices emphasize lesson internalization, alignment to essential standards, and small-group interventions to support Tier 2 and Tier 3 students. Student progress is tracked through cumulative data, universal screeners, and individual SMART goals, with an emphasis on student ownership of learning. Special education enrollment has steadily increased due to better early identification and reclassification of dyslexia students, while the shift to a Transitional Bilingual model has prompted a redesign of newcomer support. Behavior supports are reinforced through the PBIS framework, with clear expectations, recognition systems, and process improvements in common areas. Data shows minimal bullying, no harassment cases, and effectively addressed suicide outcries, reflecting a safe and supportive school environment.

Strengths

Staffing and Retention

- Strong hiring process that uses multiple sources (district system, staff recommendations, social media) to attract quality candidates.
- Comprehensive screening and structured interview process ensures candidates align with campus needs and profile.
- Effective on-boarding and support systems for new staff members promote success and retention.
- Low staff turnover (92% retention) reflects a stable and supportive work environment.
- Strategic teacher placement based on strengths and campus needs maximizes instructional impact.

Leadership Development and Shared Decision-Making

- Opportunities for staff to grow as leaders through grade-level lead roles, committees, and campus event leadership.
- Distributed leadership model fosters collaboration, shared responsibility, and staff engagement.
- CNA process is systematic and collaborative, with staff teams analyzing data, identifying root causes, and developing performance objectives.
- Instructional Practices and Professional Development
- Professional development plan is data-driven, targeted to identified needs (e.g., closing gaps, reading, math, writing).
- Focus on curriculum alignment, lesson internalization, and customizing lessons to ensure mastery of essential standards.
- Systematic use of RTI/MTSS to identify struggling students early and provide interventions.
- Use of cumulative data, universal screeners, and SMART goals for all students enhances progress monitoring and accountability.

- Student-friendly goal sheets promote student ownership of learning.

Special Populations and Programs

- Strengthened RTI/MTSS process enables earlier identification and support for students, especially in K–2.
- Growth in SpEd identification reflects improved systems for tracking and responding to student needs.
- Transition to a bilingual model accompanied by plans to strengthen newcomer support programs.

School Climate, Culture, and Behavior

- Redesigned PBIS system creates clear and consistent expectations in common areas.
- Positive reinforcement strategies (PBIS tickets, Principal's 200 Board) motivate and reward students.
- Adjustments to cafeteria, hallway, and dismissal procedures promote safety and order.
- Strong responsiveness to student well-being: bullying handled effectively, no harassment cases, and suicide ou

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Implementation of the new curriculum has not been sufficiently aligned to the essential standards, especially in grades 3-5.	Too much PLC time was spent on lesson internalization and curriculum implementation without sufficient time spent on monitoring the teaching and mastery of essential standards.
2 ★	Although the percentage of students reading on grade level, as measured by CORE and mClass has increased to be close to 80%, students in 3rd Grade are still coming with comprehension gaps that affect their performance in CFAs and summative assessments.	We have not consistently and systematically taught writing connected to reading comprehension, fluency development, and the use of textual evidence to justify responses.
3 ★	The teaching and learning of science still is not sufficiently established and monitored at the campus level.	The PLC process has yet to be aligned to ensure the teaching and mastery of essential science standards at every grade level.
4 ★	Behavior referrals are still occurring during transition (hallways) and unstructured times (e.g. recess), indicating that our PBIS process needs to be revisited to have clear expectations for behavior in the common areas.	Our PBIS process and behavior expectations have not been revisited in the previous years, thus a lack of clarity might explain some of the issues that are arising.
5 ★	Our MTSS process is still being refined to meet the needs of the whole child, including behavior and attendance along with academics.	Although behavior and attendance were considered part of MTSS, teachers were not consistently entering behavior referrals, gathering behavior data and interventions, and creating behavior and attendance goals based on the data gathered.

6

Writing instruction has not yet been implemented in a systematic way across grades.

There has been limited teacher training and guidance on systematic writing instruction tied to STAAR redesign expectations.

7

Closing the Gaps Domain has hindered sufficient accountability growth.

Effective use of data to identify and then close learning gaps and adjust instruction has not been consistently used across grade levels.

 = Priority

Perceptions

Summary

During the 2024–2025 school year, Good Elementary experienced a slight decrease in ADA attendance, dropping from 96.2% to 95.6%, though disaggregated data by demographics provided little insight given the homogeneity of the student population, which is predominantly Hispanic and economically disadvantaged. Behavior data showed low levels of ISS/OSS referrals compared to the district, with 35 cases mostly assigned to ISS, about half occurring in common areas and roughly 25% involving SpEd students. The low referral rate is attributed in part to the Capturing Kids' Hearts program, though the need for additional socio-emotional support remains, leading to the goal of launching a mentoring program. Teacher turnover was low, with 92% staff retention, allowing administration to focus on strengthening collaboration, accountability, and parent/community engagement systems. Parent participation efforts are guided by district surveys, with an emphasis on overcoming barriers of language and time, hosting bilingual events at accessible hours, and expanding two-way communication. Community perception is largely positive, reflected in a 4.8/5 rating on social platforms and strong participation in events such as Open House, Awards Assemblies, and Family Nights. Climate survey data shows that students feel welcomed, safe, and valued, while parents feel engaged and informed about academic goals and school programs. Teachers report over 90% confidence in school leadership and appreciate open communication, ongoing PD, and opportunities for collaboration, including vertical planning and job-embedded learning walks. Overall, stakeholders actively support the campus mission and vision, reinforcing student growth goals in math and reading while contributing to a culture of collaboration and shared accountability.

Strengths

Student Behavior & Climate: Low numbers of ISS/OSS referrals compared to the district, attributed to intentional relationship-building efforts such as the Capturing Kids' Hearts program. Students report feeling welcomed, valued, and safe.

Teacher Retention & Staff Climate: High teacher retention (92%) indicates stability and staff satisfaction. Over 90% of teachers express confidence in leadership and feel a strong sense of belonging, supported by open communication and an open-door policy.

Professional Growth: Administration provides a strong focus on professional development through on-campus/district PD, learning walks, PLCs, and vertical planning, supporting effective classroom management and instruction.

Parent & Community Engagement: Positive community perception (4.8/5 rating) and high levels of parent participation in events such as Open House, Awards Assemblies, and Family Nights. Efforts are made to reduce barriers to participation through bilingual communication and accessible event scheduling.

Communication Systems: Effective use of multiple communication tools (Class Dojo, HAC, School Messenger, Kininvolved) and district surveys to ensure families are informed and engaged.

Shared Mission & Vision: Stakeholders (staff, parents, and students) actively support the campus mission, with families committed to consistent attendance and helping students achieve academic growth goals.

Leadership & Systems: Administration is proactive in creating systems for accountability, collaboration, and continuous improvement, while also collecting data to strengthen parent/community engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Although parent/family participation was relatively high, especially during school wide events, we do not have a well-established system to track parent volunteer hours and parent/family participation in school activities.	Process to track parent volunteers and volunteer hours, as well as attendance procedures during school-sponsored events, needed to be adjusted to pre-pandemic expectations.
2 ★ A considerable percentage of students with behavior referrals can benefit from having an adult role model in the form of an outside mentor.	Families focus on providing food and shelter, and school counselors have a heavy workload that prevents them from functioning as student mentors.
3 ★ A considerable percentage of students with behavior referrals lack an adult role model to reinforce classroom/school behavior expectations.	A significant percentage of families focus on providing food and shelter, and school counselors have a heavy workload that prevents them from functioning as student mentors.
4 ★ Although our families value education, a great percentage of our students lack experiences and exposure to different college and career pathways.	A great percentage of our families did not graduate from college and/or career schools.
5 Collective teacher efficacy through meaningful collaboration has not reached its fullest potential at our campus.	Teams are inconsistently sharing best practices and learning walkthroughs have not been implemented at the campus level.
6 Our system to track and record the number of volunteers, the hours they serve, and parent attendance during school events is still not optimal.	Systems to track volunteer hours are still not fully and consistently implemented in the parent center.

7

Our ADA attendance declined from 96.2% in 2023-2024 to 95.6% in 2024-2025.

Our attendance process has not been effective at identifying and targeting absenteeism (defined as having 10 or more absences in a six-month period).

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

Editing and revising skills are not taught systematically in the new curriculum. In addition, the teaching of ECR, with a focus on the use of textual evidence, has not been consistently taught across grade levels.

2
★

Our MTSS process is still being refined to meet the needs of the whole child, including behavior and attendance along with academics.

Although behavior and attendance were considered part of MTSS, teachers were not consistently entering behavior referrals, gathering behavior data and interventions, and creating behavior and attendance goals based on the data gathered.

3
★

Implementation of the new curriculum has not been sufficiently aligned to the essential standards, especially in grades 3-5.

Too much PLC time was spent on lesson internalization and curriculum implementation without sufficient time spent on monitoring the teaching and mastery of essential standards.

4
★

Although parent/family participation was relatively high, especially during school wide events, we do not have a well-established system to track parent volunteer hours and parent/family participation in school activities.

Process to track parent volunteers and volunteer hours, as well as attendance procedures during school-sponsored events, needed to be adjusted to pre-pandemic expectations.

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★

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

Families focus on providing food and shelter, and school counselors have a heavy workload that prevents them from functioning as student mentors.

6
★

Although our families value education, a great percentage of our students lack experiences and exposure to different college and career pathways.

A great percentage of our families did not graduate from college and/or career schools.

7★

Our Annual Average Daily Attendance (ADA) decreased from 96.2% in 2023-2024 to 95.6% in 2024-2025, primarily due to 233 students (32% of our population) with more than 10 absences.

Current attendance procedures have not effectively reduced excessive absences. Truancy interventions and parent outreach were inconsistent, leaving many students unmonitored once they passed the 10-absence threshold.

8★

Our MAP scores indicate that our students are mostly performing at Low Achievement and Low Growth.

Instruction has primarily focused on teaching the curriculum without proper alignment to the skills assessed in MAP and insufficient focus on closing learning gaps.

9★

Domain III (Closing the Gaps) remained at 69%, with only 3 out of 12 Student Success points and only 2 out of 12 points in Reading Meets/Masters. The campus missed a C rating by just one point.

Insufficient targeted supports and interventions to move students from Approaches, to Meets, to Masters, and inconsistent implementation of data-driven instruction across content areas.

10★

PK student performance dropped significantly in phonological awareness (from 80% to 30%), rapid vocabulary (from 80% to 65%), math (from 90% to 81%), and early writing (from 90% to 78%).

Inconsistent implementation of early literacy/math frameworks across PK classrooms, and lack of alignment between PK instructional practices and K-2 foundational skills.

11★

Data reflects pockets of highly effective teaching (5th Science, 5th Reading, 4th Math), but large disparities exist (e.g., 3rd Reading among the lowest in district).

Lack of consistent instructional practices and alignment to high-quality curriculum, and limited opportunities for teacher collaboration, peer observation, and capacity building. In addition, professional learning is not fully targeted to address identified student needs.

12★

Although we have increased the percentage of students on grade level, as measured by CORE and mClass, comprehension and fluency, especially in English, is lagging behind, thus negatively affecting student performance in the upper grades.

Reading fluency, comprehension, and the connection between reading and writing has not been systematically taught across grade levels.

13



The teaching and learning of science still is not sufficiently established and monitored at the campus level.

The PLC process has yet to be aligned to ensure the teaching and mastery of essential science standards at every grade level.

14



Behavior referrals are still occurring during transition (hallways) and unstructured times (e.g. recess), indicating that our PBIS process needs to be revisited to have clear expectations for behavior in the common areas.

Our PBIS process and behavior expectations have not been revisited in the previous years, thus a lack of clarity might explain some of the issues that are arising.

15



Although the percentage of students reading on grade level, as measured by CORE and mClass has increased to be close to 80%, students in 3rd Grade are still coming with comprehension gaps that affect their performance in CFAs and summative assessments.

We have not consistently and systematically taught writing connected to reading comprehension, fluency development, and the use of textual evidence to justify responses.

16



A considerable percentage of students with behavior referrals lack an adult role model to reinforce classroom/school behavior expectations.

A significant percentage of families focus on providing food and shelter, and school counselors have a heavy workload that prevents them from functioning as student mentors.

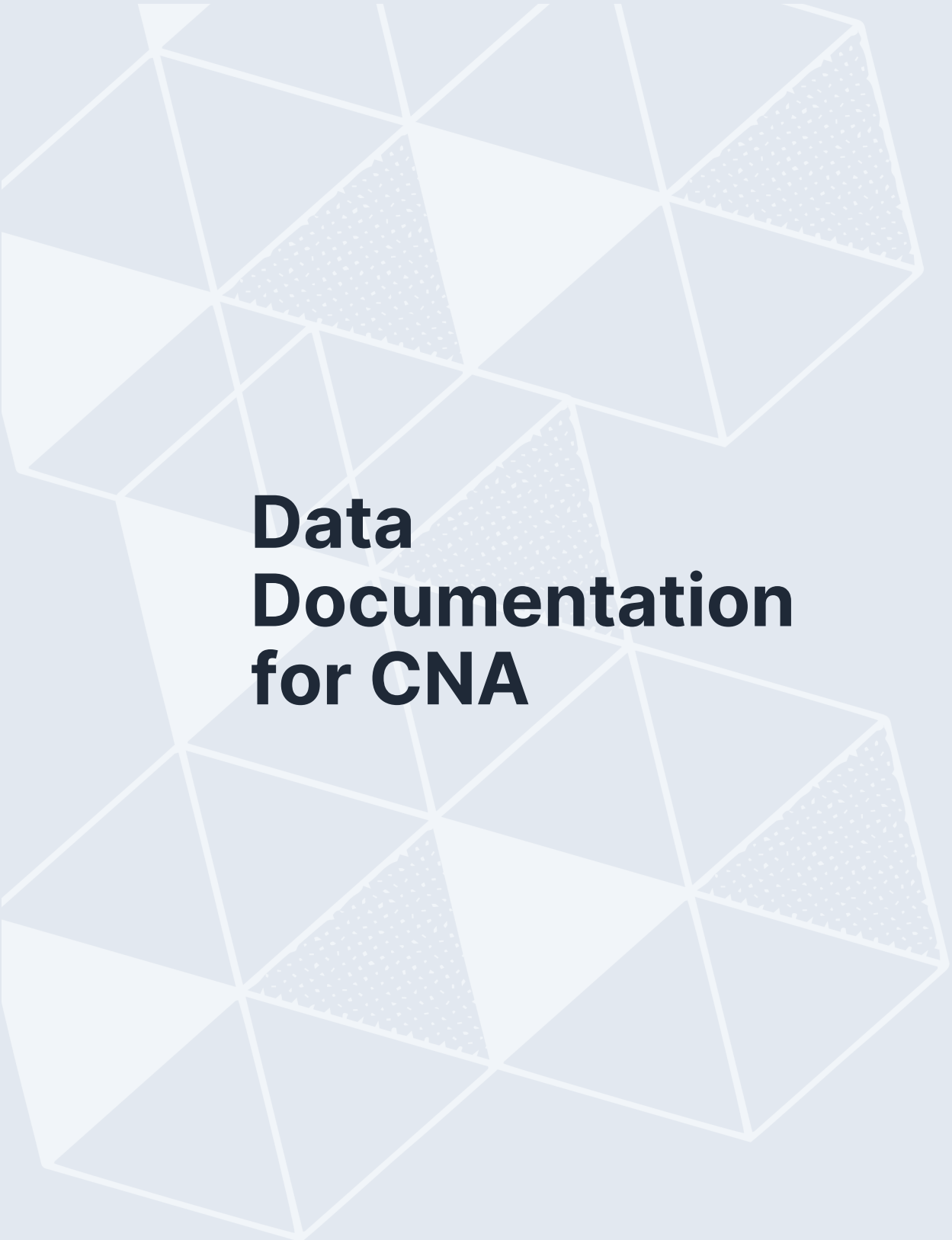
17



Our enrollment for 2025-26 is about 60 students below the projected 744, impacting funding and staffing allocations.

Families are moving out of the attendance zone and/or choosing other schools due to housing changes, program availability, or school choice options, and we must provide the best customer service to the families we have and accept more transfers.

★ = 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 Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Local diagnostic reading assessment data
- ☒ 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
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

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

- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

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

Performance Objective 1 High Priority

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

Evaluation Data Source: CIRCLE Assessment (BOY, MOY, and EOY)

Strategy 1

Increase literacy and vocabulary development by implementing Estrellita program, daily interactive alphabet and vocabulary routines, progress monitor every 6 weeks, and provide targeted small group instruction.

Strategy's Expected Result/Impact: Rapid Letter Naming from 60% to 70%; Vocabulary from 67% to 77%

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

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2

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

April

July

Strategy 2

Increase PK math readiness by providing appropriate training and planning support for PK teachers to increase their ability to embed math lessons and daily routines and to provide differentiated small group instruction.

Strategy's Expected Result/Impact: Increase math CIRCLE scores from 80% to 90%

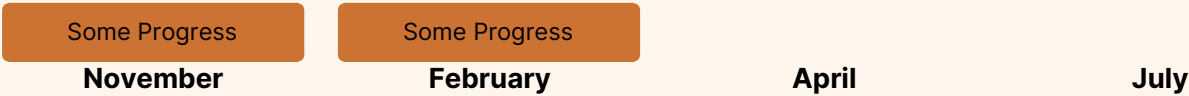
Staff Responsible for Monitoring: PK Teachers, and PK Aides, Instructional Coach

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 3

Foster early writing development in PK by providing daily name writing, labeling, and journaling, supporting the development of fine motor skills, and modeling interactive writing during whole and small group.

Strategy's Expected Result/Impact: Early Writing CIRCLE scores will increase from 81% to 91%

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

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 PK student performance dropped significantly in phonological awareness (from 80% to 30%), rapid vocabulary (from 80% to 65%), math (from 90% to 81%), and early writing (from 90% to 78%).	Inconsistent implementation of early literacy/math frameworks across PK classrooms, and lack of alignment between PK instructional practices and K-2 foundational skills.

Performance Objective 2 ☒ High Priority

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 30% to 70% by May 2026.

Evaluation Data Source: CIRCLE Assessment (BOY, MOY, and EOY)

Strategy 1

Strengthen daily instruction through the implementation of Estrellita and PA routines and provide differentiated small group instruction to support every student based on strengths and needs to achieve their goal.

Strategy's Expected Result/Impact: Phonological Awareness Proficiency will increase from 29% to 70% by May 2026

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

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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Strategy 2

Train PK Teachers and PK Aides on explicit and systematic PA instruction and conduct bi-weekly PLC reviews to assess student progress and determine levels of teacher support based on levels of student achievement.

Strategy's Expected Result/Impact: Phonological Awareness Proficiency will increase from 29% to 70% by May 2026

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

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

PK student performance dropped significantly in phonological awareness (from 80% to 30%), rapid vocabulary (from 80% to 65%), math (from 90% to 81%), and early writing (from 90% to 78%).

Inconsistent implementation of early literacy/math frameworks across PK classrooms, and lack of alignment between PK instructional practices and K-2 foundational skills.

Performance Objective 3 High Priority

Increase the percentage of 3-5 grade students scoring at Meets or above on STAAR Reading from 30% to 40% by May 2026.

Evaluation Data Source: STAAR test

Strategy 1

Strengthen Tier 1 Reading Instruction by implementing district-aligned reading framework with emphasis on comprehension, inferencing, and STAAR-aligned questioning in 3-5 classrooms.

Strategy's Expected Result/Impact: STAAR Reading Meets and above will increase from 30% to 40% by May 2026

Staff Responsible for Monitoring: 3-5 Reading Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Increase teacher efficacy at teaching writing in response to reading requiring students to justify answers with text evidence, using appropriate organization and grade level writing conventions.

Strategy's Expected Result/Impact: STAAR Reading Meets and above will increase from 30% to 40% by May 2026

Staff Responsible for Monitoring: 3-5 Reading Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 2, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Through the PLC process, purposeful planning, and vertical team meetings, provide ongoing PD and support for teachers on STAAR Reading and Writing rigor, questioning and engagement strategies as well as effective differentiation to close learning gaps and to provide scaffolded instruction.

Strategy's Expected Result/Impact: STAAR Reading Meets and above will increase from 30% to 40% by May 2026

Staff Responsible for Monitoring: 3-5 Reading Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 1, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

We will foster vocabulary and language development in reading and writing by explicitly teaching academic vocabulary across content areas and implementing the usage of interactive word walls, sentence stems, structured conversations, etc.

Strategy's Expected Result/Impact: STAAR Reading Meets and above will increase from 30% to 40% by May 2026

Staff Responsible for Monitoring: 3-5 Reading Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 5

We will provide campus-wide after school tutoring to target students who are not meeting their reading goal during the first semester.

Strategy's Expected Result/Impact: Increase STAAR Reading Meets and above from 30% to 40% by May 2026

Staff Responsible for Monitoring: 3-5 Reading Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 1

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Domain III (Closing the Gaps) remained at 69%, with only 3 out of 12 Student Success points and only 2 out of 12 points in Reading Meets/Masters. The campus missed a C rating by just one point.

Insufficient targeted supports and interventions to move students from Approaches, to Meets, to Masters, and inconsistent implementation of data-driven instruction across content areas.

2

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

Editing and revising skills are not taught systematically in the new curriculum. In addition, the teaching of ECR, with a focus on the use of textual evidence, has not been consistently taught across grade levels.

5

Data reflects pockets of highly effective teaching (5th Science, 5th Reading, 4th Math), but large disparities exist (e.g., 3rd Reading among the lowest in district).

Lack of consistent instructional practices and alignment to high-quality curriculum, and limited opportunities for teacher collaboration, peer observation, and capacity building. In addition, professional learning is not fully targeted to address identified student needs.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Implementation of the new curriculum has not been sufficiently aligned to the essential standards, especially in grades 3-5.

Too much PLC time was spent on lesson internalization and curriculum implementation without sufficient time spent on monitoring the teaching and mastery of essential standards.

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 42% to 50% by May 2026.

Evaluation Data Source: We will use MAP data to evaluate this performance objective.

Strategy 1

3-5 Reading Teachers will use MAP RIT scores and cumulative data to create SMART goals to ensure that every student makes at least one year's growth in reading, involving students in the process of tracking of their progress towards the attainment of their own goal.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Reading Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3, 6 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

3-5 Reading Teachers will use data from MAP and formative assessments to create differentiated reading small group lesson plans in order to close reading gaps.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Reading Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

The admin team will conduct systematic and targeted walkthroughs and observations to monitor lesson plans and the delivery of reading instruction, and teachers not proficient will be provided coaching, modeling and additional support.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Reading Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

PLC and DDI processes will be used to determine appropriate interventions and extensions, and

students not making sufficient progress in reading will be referred to the MTSS process to receive additional reading support.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Reading Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

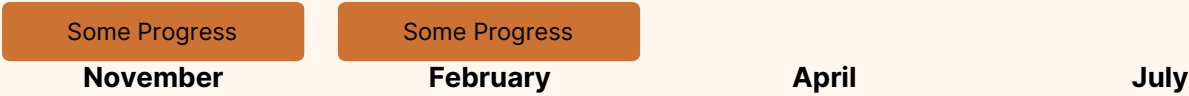
Problem Statements: Student Learning 3, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Our MAP scores indicate that our students are mostly performing at Low Achievement and Low Growth.	Instruction has primarily focused on teaching the curriculum without proper alignment to the skills assessed in MAP and insufficient focus on closing learning gaps.
5 Data reflects pockets of highly effective teaching (5th Science, 5th Reading, 4th Math), but large disparities exist (e.g., 3rd Reading among the lowest in district).	Lack of consistent instructional practices and alignment to high-quality curriculum, and limited opportunities for teacher collaboration, peer observation, and capacity building. In addition, professional learning is not fully targeted to address identified student needs.
6 Although we have increased the percentage of students on grade level, as measured by CORE and mClass, comprehension and fluency, especially in English, is lagging behind, thus negatively affecting student performance in the upper grades.	Reading fluency, comprehension, and the connection between reading and writing has not been systematically taught across grade levels.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

2

Although the percentage of students reading on grade level, as measured by CORE and mClass has increased to be close to 80%, students in 3rd Grade are still coming with comprehension gaps that affect their performance in CFAs and summative assessments.

We have not consistently and systematically taught writing connected to reading comprehension, fluency development, and the use of textual evidence to justify responses.

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 50% by May 2026.

Evaluation Data Source: MAP Assessment

Strategy 1

K-2 Math Teachers will use MAP RIT scores and cumulative data to create SMART goals to ensure that every student makes at least one year's growth in math, involving students in the process of tracking of their progress towards the attainment of their own goal.

Strategy's Expected Result/Impact: Increase the percentage of students, K-2, who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 42% to 50% by May 2026.

Staff Responsible for Monitoring: K-2 Grade Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 2

K-2 Math Teachers will use data from MAP and formative assessments to create differentiated reading small group lesson plans in order to close math gaps.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Grade Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

The admin team will conduct systematic and targeted walkthroughs and observations to monitor lesson plans and the delivery of math instruction, and teachers not proficient will be provided coaching, modeling and additional support.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Grade Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

PLC and DDI processes will be used to determine appropriate interventions and extensions, and students not making sufficient progress in math will be referred to the MTSS process to receive additional math support.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Grade Teachers, Reading Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Our MAP scores indicate that our students are mostly performing at Low Achievement and Low Growth.

Instruction has primarily focused on teaching the curriculum without proper alignment to the skills assessed in MAP and insufficient focus on closing learning gaps.

5

Data reflects pockets of highly effective teaching (5th Science, 5th Reading, 4th Math), but large disparities exist (e.g., 3rd Reading among the lowest in district).

Lack of consistent instructional practices and alignment to high-quality curriculum, and limited opportunities for teacher collaboration, peer observation, and capacity building. In addition, professional learning is not fully targeted to address identified student needs.

Performance Objective 6 High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 34% to 44% by May 2026.

Evaluation Data Source: STAAR Math Assessments

Strategy 1

We will strengthen Tier 1 Math Instruction by implementing district-aligned math framework with emphasis on problem solving skills, concept application, and STAAR-aligned questioning in 3-5 classrooms.

Strategy's Expected Result/Impact: STAAR Math Meets and above will increase from 34% to 44% by May 2026

Staff Responsible for Monitoring: 3-5 Math Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Through the PLC process, purposeful planning, and vertical team meetings, provide ongoing PD and support for teachers on STAAR Math rigor, questioning and engagement strategies as well as effective differentiation to close learning gaps and to provide scaffolded instruction.

Strategy's Expected Result/Impact: STAAR Math Meets and above will increase from 34% to 44% by May 2026

Staff Responsible for Monitoring: 3-5 Math Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 1, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

We will foster vocabulary and language development in math by explicitly teaching academic vocabulary across content areas and implementing the usage of interactive word walls, sentence stems, structured conversations, etc.

Strategy's Expected Result/Impact: STAAR Math Meets and above will increase from 34% to 44% by May 2026

Staff Responsible for Monitoring: 3-5 Math Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

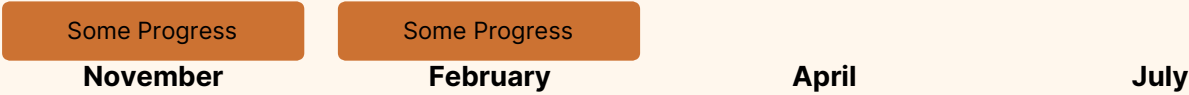
Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 4

We will provide campus-wide after school tutoring to target students who are not meeting their math goal during the first semester.

Strategy's Expected Result/Impact: Increase STAAR Math Meets and above from 34% to 44% by May 2026

Staff Responsible for Monitoring: 3-5 Math Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 1

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Domain III (Closing the Gaps) remained at 69%, with only 3 out of 12 Student Success points and only 2 out of 12 points in Reading Meets/Masters. The campus missed a C rating by just one point.	Insufficient targeted supports and interventions to move students from Approaches, to Meets, to Masters, and inconsistent implementation of data-driven instruction across content areas.

5

Data reflects pockets of highly effective teaching (5th Science, 5th Reading, 4th Math), but large disparities exist (e.g., 3rd Reading among the lowest in district).

Lack of consistent instructional practices and alignment to high-quality curriculum, and limited opportunities for teacher collaboration, peer observation, and capacity building. In addition, professional learning is not fully targeted to address identified student needs.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Implementation of the new curriculum has not been sufficiently aligned to the essential standards, especially in grades 3-5.

Too much PLC time was spent on lesson internalization and curriculum implementation without sufficient time spent on monitoring the teaching and mastery of essential standards.

Performance Objective 7 High Priority

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 37% to 50% by May 2026.

Evaluation Data Source: MAP Math Assessments

Strategy 1

3-5 Math Teachers will use MAP RIT scores and cumulative data to create SMART goals to ensure that every student makes at least one year's growth in math, involving students in the process of tracking of their progress towards the attainment of their own goal.

Strategy's Expected Result/Impact: Increase the percentage of students, 3-5, who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 37% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Math Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

3-5 Math Teachers will use data from MAP and formative assessments to create differentiated math small group lesson plans in order to close math gaps.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 37% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Math Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

The admin team will conduct systematic and targeted walkthroughs and observations to monitor lesson plans and the delivery of math instruction, and teachers not proficient will be provided coaching, modeling and additional support.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 37% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Math Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

PLC and DDI processes will be used to determine appropriate interventions and extensions, and students not making sufficient progress in math will be referred to the MTSS process to receive additional math support.

Strategy's Expected Result/Impact: Increase the percentage of students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 37% to 50% by May 2026.

Staff Responsible for Monitoring: 3-5 Math Teachers, Interventionists, Academic Specialist, Assistant Principal & Principal

Problem Statements: Student Learning 3, 5

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Our MAP scores indicate that our students are mostly performing at Low Achievement and Low Growth.	Instruction has primarily focused on teaching the curriculum without proper alignment to the skills assessed in MAP and insufficient focus on closing learning gaps.
5 Data reflects pockets of highly effective teaching (5th Science, 5th Reading, 4th Math), but large disparities exist (e.g., 3rd Reading among the lowest in district).	Lack of consistent instructional practices and alignment to high-quality curriculum, and limited opportunities for teacher collaboration, peer observation, and capacity building. In addition, professional learning is not fully targeted to address identified student needs.

Performance Objective 8 **High Priority**

Increase the percentage of 5 grade students scoring at MEETS or above on STAAR Science from 28% to 38% by May 2026.

Evaluation Data Source: STAAR Science assessment

Strategy 1

We will strengthen Tier 1 science instruction by implementing district-aligned science framework with emphasis on the application of science to solve problems aligned to the rigor of STAAR.

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: School Processes & Programs 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 2

Through the PLC process, purposeful planning, vertical team meetings, and targeted walkthroughs, the admin team will monitor the teaching and learning of science essential standards in every grade level.

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: School Processes & Programs 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 3

Science teachers will foster vocabulary and language development in science by explicitly teaching academic vocabulary across content areas using interactive word walls, sentence stems, structured conversations, etc.

Strategy's Expected Result/Impact: Students will develop a robust science vocabulary

Staff Responsible for Monitoring: K-5 Science Teachers, AS, and Admin

Problem Statements: School Processes & Programs 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 8 Problem Statements Identifying School Processes & Programs

Problem Statement		Root Cause
3	The teaching and learning of science still is not sufficiently established and monitored at the campus level.	The PLC process has yet to be aligned to ensure the teaching and mastery of essential science standards at every grade level.

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

By May 2026, our common area spaces will be redesigned with PBIS-friendly visual cues and supervision to reduce common area discipline referrals by 25% (from 24 ISS/OSS referrals in 24-25 to 18 or less in 25-26).

Evaluation Data Source: Discipline Reports

Strategy 1

We will develop clear expectations for behavior in the common areas, communicate them to the whole staff and students, and implement them with consistency throughout the school and by all staff members.

Strategy's Expected Result/Impact: All staff members will know and hold students accountable for the expectations for behavior in the common areas.

Staff Responsible for Monitoring: Counselors, Admin, and All Staff Members

Problem Statements: School Processes & Programs 4, 5

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Behavior referrals are still occurring during transition (hallways) and unstructured times (e.g. recess), indicating that our PBIS process needs to be revisited to have clear expectations for behavior in the common areas.

Our PBIS process and behavior expectations have not been revisited in the previous years, thus a lack of clarity might explain some of the issues that are arising.

5

Our MTSS process is still being refined to meet the needs of the whole child, including behavior and attendance along with academics.

Although behavior and attendance were considered part of MTSS, teachers were not consistently entering behavior referrals, gathering behavior data and interventions, and creating behavior and attendance goals based on the data gathered.

Performance Objective 2 ☒ High Priority

By May 2026, we will decrease the percentage of in and out of school suspensions for Special Education students from 30% to 20% of all ISS/OSS suspensions.

Evaluation Data Source: Disaggregated Discipline Reports

Strategy 1

We will ensure that IEPs are implemented with consistency to ensure that Sped students receive the appropriate accommodations across the school, including the common areas.

Strategy's Expected Result/Impact: IEP plans will be extensively communicated to those who need to know

Staff Responsible for Monitoring: Special education team, admin, and staff who service students with special needs

Problem Statements: School Processes & Programs 4, 5

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

We will generate and analyze behavior reports on a periodic basis in order to identify students in need of additional support and to develop appropriate levels of support for students with excessive referrals.

Strategy's Expected Result/Impact: The MTSS process will be utilized to address students with excessive behavior referrals

Staff Responsible for Monitoring: Counselors, AS, Admin, and classroom teachers

Problem Statements: School Processes & Programs 4, 5

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Behavior referrals are still occurring during transition (hallways) and unstructured times (e.g. recess), indicating that our PBIS process needs to be revisited to have clear expectations for behavior in the common areas.

Our PBIS process and behavior expectations have not been revisited in the previous years, thus a lack of clarity might explain some of the issues that are arising.

5

Our MTSS process is still being refined to meet the needs of the whole child, including behavior and attendance along with academics.

Although behavior and attendance were considered part of MTSS, teachers were not consistently entering behavior referrals, gathering behavior data and interventions, and creating behavior and attendance goals based on the data gathered.

Performance Objective 3 ☒ **High Priority**

By May 2026, we will redesign intervention spaces to allow RTI/MTSS pull-outs that raise the percentage of students meeting growth projections from about 39% to 50%.

Evaluation Data Source: Paraprofessionals will spend most of their time supporting instruction and meeting groups, positively impacting our student growth projections.

Strategy 1

Instructional paraprofessionals will be provided with the space, resources, and time required to spend the majority of their time meeting with students in small groups.

Strategy's Expected Result/Impact: Instructional paraprofessionals will spend about 70% of their time supporting instruction.

Staff Responsible for Monitoring: AS, Interventionist, Paraprofessionals, and Admin

Problem Statements: Demographics 3 - School Processes & Programs 5

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

We will have effective systems of support to attract and maintain effective guest educators.

Strategy's Expected Result/Impact: Instructional paraprofessionals will spend about 70% of their time supporting instruction.

Staff Responsible for Monitoring: AS, Interventionist, Front Office staff, and Admin

Problem Statements: Demographics 3 - School Processes & Programs 5

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Our enrollment for 2025-26 is about 60 students below the projected 744, impacting funding and staffing allocations.

Families are moving out of the attendance zone and/or choosing other schools due to housing changes, program availability, or school choice options, and we must provide the best customer service to the families we have and accept more transfers.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Our MTSS process is still being refined to meet the needs of the whole child, including behavior and attendance along with academics.

Although behavior and attendance were considered part of MTSS, teachers were not consistently entering behavior referrals, gathering behavior data and interventions, and creating behavior and attendance goals based on the data gathered.

Performance Objective 4 ☒ High Priority

By May 2026, we will maintain at least 90% of life-changing, committed educators by having systems in place to provide high levels of support while keeping high levels of accountability.

Evaluation Data Source: Staff retention will be at or above 90%

Strategy 1

We will promote healthy levels of staff morale and belonging through campus activities, including monthly potluck lunches, staff shout outs, recognition of employee/staff of the month, etc.

Strategy's Expected Result/Impact: High levels of staff morale will result in the retention of at least 90% of effective educators.

Staff Responsible for Monitoring: Sunshine committee, PTO, Admin, and School Counselors

Problem Statements: Student Learning 5

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress

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Strategy 2

We will use formal and informal surveys and staff questionnaires to identify areas of concerns and address issues in a prompt and satisfactory manner.

Strategy's Expected Result/Impact: High levels of staff morale will result in the retention of at least 90% of effective educators.

Staff Responsible for Monitoring: Sunshine committee, PTO, Admin, and School Counselors

Problem Statements: Student Learning 5

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Strategy 3

We will use student performance data to identify teacher strengths and needs and use this data to determine teacher assignments.

Strategy's Expected Result/Impact: Teacher assignments will be made based on teacher strengths and student needs.

Staff Responsible for Monitoring: School administration

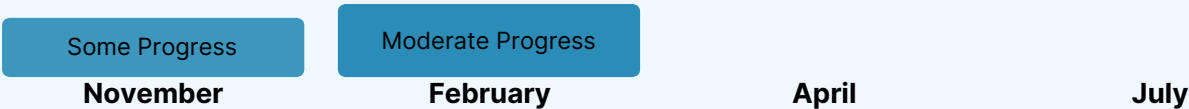
Problem Statements: Student Learning 5

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Data reflects pockets of highly effective teaching (5th Science, 5th Reading, 4th Math), but large disparities exist (e.g., 3rd Reading among the lowest in district).	Lack of consistent instructional practices and alignment to high-quality curriculum, and limited opportunities for teacher collaboration, peer observation, and capacity building. In addition, professional learning is not fully targeted to address identified student needs.

Goal 3

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

Performance Objective 1 High Priority

By May 2026, we will decrease the percentage of students who are chronically absent, as defined by having 15 or more absences in the school year, from 17% to 10%

Evaluation Data Source: ADA Reports

Strategy 1

Attendance expectations will be communicated periodically to parents through the use various modes of communication, including Parent Newsletter, Kinolved, School Messenger, etc.

Strategy's Expected Result/Impact: Parents will be educated in the schools attendance expectations and how to keep high levels of attendance.

Staff Responsible for Monitoring: Admin, Office Personnel, School Counselors, and Teachers

Problem Statements: Demographics 1

Funding Sources: Attendance Incentives 199 - General Funds, \$2,000

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 2

We will run weekly reports to identify students with excessive absences and make determinations including conducting home visits, holding conferences with parents, and/or initiating truancy referrals on a timely manner.

Strategy's Expected Result/Impact: Early intervention and family education regarding attendance expectations will result in a decrease on the percentage of absenteeism cases.

Staff Responsible for Monitoring: Admin, Office Personnel, School Counselors, and Teachers

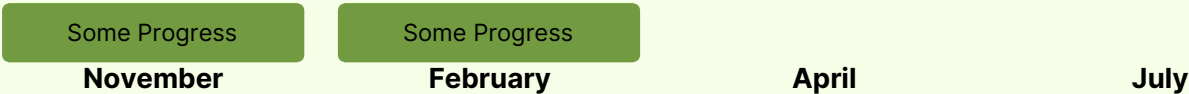
Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

Formative Reviews



Strategy 3

High levels of student attendance will continue to be recognized and rewarded at the grade level, classroom, and individual levels.

Strategy's Expected Result/Impact: Early intervention and family education regarding attendance expectations will result in a decrease on the percentage of absenteeism cases.

Staff Responsible for Monitoring: Admin, Office Personnel, School Counselors, and Teachers

Problem Statements: Demographics 1

Funding Sources: Attendance Incentives 199 - General Funds, \$2,000

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our Annual Average Daily Attendance (ADA) decreased from 96.2% in 2023-2024 to 95.6% in 2024-2025, primarily due to 233 students (32% of our population) with more than 10 absences.	Current attendance procedures have not effectively reduced excessive absences. Truancy interventions and parent outreach were inconsistent, leaving many students unmonitored once they passed the 10-absence threshold.

Performance Objective 2 **High Priority**

By May 2026, at least 10% of our parents will be engaged in a school event each month of the school year.

Strategy 1

We will continue funding the Parent Liaison position to promote parent engagement and provide services and resources for our families and community, including parent classes and informational sessions.

Strategy's Expected Result/Impact: Our parent liaison will continue to recruit volunteers and provide opportunities for families to engage in the school.

Staff Responsible for Monitoring: Admin, Parent Liaison, School Counselors

Problem Statements: Perceptions 1

Funding Sources: Funding for the parent liaison position 211 - Title I-A, \$28,000

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Strategy 2

The parent center will continue to be furnished with the necessary tools, supplies, and resources needed to create instructional materials and and provide parent engagement opportunities.

Strategy's Expected Result/Impact: The parent center will be furnished with resources and materials needed to support teachers and parents in their child's education.

Staff Responsible for Monitoring: Admin, Parent Liaison, School Counselors

Problem Statements: Perceptions 1

Funding Sources: Resources and Materials for the Parent Center 211 - Title I-A, \$3,500

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Through our partnership with Brighter Bites (BB), we will provide food support and nutrition education to our families.

Strategy's Expected Result/Impact: Our families will receive fruits and vegetables as well as nutrition education on a regular basis.

Staff Responsible for Monitoring: Admin, Parent Liaison, and Classroom Teachers

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although parent/family participation was relatively high, especially during school wide events, we do not have a well-established system to track parent volunteer hours and parent/family participation in school activities.

Process to track parent volunteers and volunteer hours, as well as attendance procedures during school-sponsored events, needed to be adjusted to pre-pandemic expectations.

Performance Objective 3 High Priority

By May 2026, we will increase by about 25% the number of hours students visit with an outside mentor, going from 120 to about 150 hours.

Evaluation Data Source: Mentors campus report

Strategy 1

We will continue to open our doors to our community to maintain and attract partners in education that will help us accomplish our campus mission and vision.

Strategy's Expected Result/Impact: We will maintain and attract partners in education

Staff Responsible for Monitoring: Admin, School Secretary, and Counselors

Problem Statements: Perceptions 2, 3

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 2

Our partners in education and community members will continue to be invited to mentor our students who require high levels of socio-emotional support.

Strategy's Expected Result/Impact: Students with the highest socio-emotional needs will be paired with an outside mentor and role model

Staff Responsible for Monitoring: Admin and Counselors

Problem Statements: Perceptions 2, 3

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

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Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

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

Families focus on providing food and shelter, and school counselors have a heavy workload that prevents them from functioning as student mentors.

3

A considerable percentage of students with behavior referrals lack an adult role model to reinforce classroom/school behavior expectations.

A significant percentage of families focus on providing food and shelter, and school counselors have a heavy workload that prevents them from functioning as student mentors.

Performance Objective 4 High Priority

By May 2026, our counselors and staff will provide experiences that will expose 100% of our students to different college and career pathways.

Evaluation Data Source: Career Day will expose all of our students to a wide variety of college and career pathways.

Strategy 1

Our counselors will continue to support the socio-emotional development of our students through the school-wide counseling program, including guidance lessons, group/individual support to students, networking with community outreach resources, connecting parents to appropriate resources, conducting home visits as needed, etc.

Strategy's Expected Result/Impact: All of our students will receive group mentoring, and individual support (as needed) through our school counseling program and curriculum.

Staff Responsible for Monitoring: School Counselors

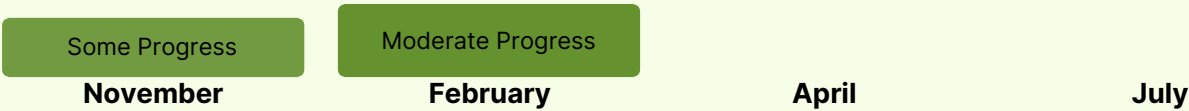
Problem Statements: Perceptions 2, 3

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Our counselors will continue to partner up with community members to have school-wide events to promote college and career readiness such as Junior Achievement Day and Career Day.

Strategy's Expected Result/Impact: All of our student will be exposed to a wide variety of college and career pathways.

Staff Responsible for Monitoring: School Counselors

Problem Statements: Perceptions 4

Funding Sources: Incentives for Career Day 199 - General Funds, \$1,000

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Moderate Progress

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Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	A considerable percentage of students with behavior referrals can benefit from having an adult role model in the form of an outside mentor.	Families focus on providing food and shelter, and school counselors have a heavy workload that prevents them from functioning as student mentors.
3	A considerable percentage of students with behavior referrals lack an adult role model to reinforce classroom/school behavior expectations.	A significant percentage of families focus on providing food and shelter, and school counselors have a heavy workload that prevents them from functioning as student mentors.
4	Although our families value education, a great percentage of our students lack experiences and exposure to different college and career pathways.	A great percentage of our families did not graduate from college and/or career schools.



State Compensatory Education

State Compensatory

Budget for Good Elementary School

Total SCE Funds: \$39,148.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

We are funding a paraprofessional position, which will take up about 27,000 of this budget. She will support students who are not performing satisfactorily on end-of-course assessments. Additionally, we will use the remainder of these funds to purchase supplementary materials (such as Progress Learning or IXL, etc.) to supplement the regular education program.

Personnel for Good Elementary School

Name	Position	FTE
Olga Gonzalez	Paraprofessional	1



Title I Summary

Title I

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

1.1 Description of CNA Process

- Good Elementary School engaged in a **comprehensive needs assessment (CNA) process** beginning in **May 2025** and **concluding in June 2025** to inform the development of the 2025–2026 Campus Improvement Plan.
- **Stakeholder Teams:** The CNA process included representation from **administrators, teachers from all core content areas and electives, interventionists, special education staff, EB coach, 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 Bowie’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**
- Good Elementary School 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 on May 12, 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 Good Elementary School's **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)

Good 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, special education staff, EB coach, and AVID representative 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, AVID, and administration. Members included:
 - Anabel Ibarra, Principal
 - Devin Rodriguez, Dean of Students
 - Melinda Estrello, RLA Dept Chair, LPAC
 - OT Thomas, Assistant Principal
 - Rachel Stearns, Academic Specialist
 - Michael Guzman, SPED Dept Chair
 - Brittney MiShaw, Assistant Principal
 - Crystal Lynn Watts, Interventionist
 - Ginger Hampton, AVID
 - Terra Burdette, Science Dept Chair
 - Alise Davis, Math/KCUB
 - Brandon Medley, Math Dept Chair
 - Austin Stanley, Social Studies
 - Kelli Frazier, Counselor
 - Irma Silva, Counselor
- **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 Good Elementary School 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 **Good 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

Good 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
Angelica Herrera	T-I General Instructional Aide	Intervention Support	1
Felicia Chavez	T1 Intervention Specialist	Reading Interventionist	1
Gloria Yeberino	T-I Parent Liaison	Parent Center	1

Maria Blanco	T-I General Instructional Aide	Intervention Support	1
Martha Guerra	T-I General Instructional Aide	Intervention Support	1



Funding Summary

Funding Summary

199 - General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Attendance Incentives	--	\$2,000.00
3	1	3	Attendance Incentives	--	\$2,000.00
3	4	2	Incentives for Career Day	--	\$1,000.00
				Sub-Total	\$5,000.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Tutoring Materials	--	\$5,000.00
1	3	5	Salaries	--	\$10,000.00
1	6	4	Tutoring Materials	--	\$5,000.00
1	6	4	Salaries	--	\$10,000.00
3	2	1	Funding for the parent liaison position	--	\$28,000.00
3	2	2	Resources and Materials for the Parent Center	--	\$3,500.00
				Sub-Total	\$61,500.00



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

