

# Irving Independent School District



## Schulze Elementary School

## 2025-2026 Campus Improvement Plan

# **Mission Statement**

At Schulze Elementary, we empower all students through high quality learning experiences.

# **Vision**

At Schulze Elementary, we expand future opportunities for all learners by building an exceptional, sustainable learning environment.

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# Comprehensive Needs Assessment

# Demographics

## Summary

J.O. Schulze Elementary has an enrollment of 811 students with an average attendance rate of 93% for the past three years. Currently, 94.3% of our student population is economically disadvantaged, with 14.2% receiving Special Education services and 71.8% identified as Emergent Bilingual/English Learners. While our student demographics have remained consistent, our overall enrollment has increased compared to recent years. Despite this growth, enrollment in monolingual classes continues to trend lower, with one section of monolingual Kindergarten and one section of monolingual 5th grade. Bilingual classes remain steady at approximately 20 students per class on average.

We serve PreK4 through 5th grade students, ranging from ages 4–11. Our yearly attendance averages have decreased compared to pre-COVID years when they were closer to 96%. For the last three years, our attendance rate has stabilized at 93%, but this continues to be an area of concern for improving student achievement.

Our campus consistently implements Positive Behavior Intervention Supports (PBIS), RISE, Capturing Kids' Hearts, and Social Emotional Learning strategies to support student behavior and discipline. The social-emotional needs of our students remain a priority, and we are committed to supporting the whole child by fostering academic growth, social-emotional development, and positive behavior. Additionally, we are proactively engaging students in extracurricular opportunities and STEM activities to build stronger connections to school, increase student engagement, and encourage exploration beyond the classroom.

We encourage our school community to live out our Dream BIG expectations each day, reminding students to Be Respectful and Responsible, Improve Yourself, and Give Back.

### **Current ethnic groups are as follows:**

Hispanic - 91%

African American - 4%

White - 3%

Asian and Two or More Races- 1%

### **Current student programs:**

Emergent Bilingual/English Learners - 75%

Gifted and Talented - 17%

Special Education - 14%

Staff Information:

### **Total Staff Members: 61**

Professional Staff: 51

Teachers: 41

Professional Support Staff: 7

## Teachers by Years of Experience:

Beginning Teachers: 2

1-5 years - 11

6-10 years - 18

11-20 years - 8

21- 30 years - 2

Attendance Year to Date - **Steady and Strong**: Maintained at above **94%** throughout the year—an indicator of strong engagement despite enrollment growth.

Attendance by Grade Level: will upload data

Attendance by Special Population: will upload data

Number of referrals:

This suggests possible adjustment challenges with the influx of new students and highlights a need for strengthened SEL and PBIS systems.

- **Sharp Increase in Infractions:**

- **September:** 43 incidents
- **October:** 36 incidents
- Compare that to **16–21 incidents** per month during the same months last year (2023–24).
- This represents a significant uptick in reported misbehaviors at the start of the school year.

## Suspensions

- The CNA notes that suspensions increased slightly compared to the previous year, particularly during the first semester, aligning with the spike in infractions.
  - For example, 4–5 suspensions were noted in September and October.
  - The types of infractions leading to suspensions include physical aggression, defiance, and repeated disruptive behaviors.
  - **Expulsions**

**No expulsions reported** during the 2024–25 school year, aligning with the district’s focus on keeping students in school whenever possible and using alternative interventions.

Demographics: Strengths, Challenges, and Implications for Planning

Strengths

- Early grades are showing strong growth, especially in Math, providing a solid foundation for future success.

- Attendance rates have remained stable and strong, supporting learning continuity.
- Grade 3 Math is a bright spot, reflecting effective numeracy instruction and strong Tier 1 practices in the lower grades.

### Challenges

- Upper-grade performance is declining in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.
- Behavioral incidents have increased alongside enrollment growth, underscoring the need for consistent expectations, proactive behavior systems, and additional social-emotional supports.
- Persistent achievement gaps remain for African American and Emergent Bilingual students in Reading, requiring culturally responsive teaching and targeted instructional practices.

### Implications for Improvement Planning

- Strengthen Tier 1 instruction and vertical alignment in upper grades, particularly in Reading and Math, to address academic declines.
- Implement targeted subgroup interventions for African American and EB/EL students to close persistent achievement gaps.
- Ensure behavior expectations and support systems are consistently implemented campuswide to reduce incidents and support a positive learning environment.
- Continue leveraging early-grade instructional strengths to build long-term academic success across grade levels.
- Expand student engagement opportunities through extracurricular and STEM activities to foster belonging, reduce behavior concerns, and increase student connectedness to school.

## Strengths

### Strengths

- Early grades are showing strong growth, especially in Math, providing a solid foundation for future success.
- Attendance rates have remained stable and strong, supporting learning continuity.
- Grade 3 Math is a bright spot, reflecting effective numeracy instruction and strong Tier 1 practices in the lower grades.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.	Inconsistent intervention strategies and small group differentiation
2 ★	Persistent achievement gaps remain for African American and Emergent Bilingual students in Reading, requiring culturally responsive teaching and targeted instructional practices.	Inconsistent Tiering of students throughout classrooms in 3rd-5th grades.
3 ★	Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.	Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

★ = Priority

# Student Learning

## Summary

Areas of strength:

### Early Grade Math Performance

- Grade 3 Math shows stronger performance among Hispanic and EB students, with noticeable gains in Approaches and Meets levels from 2024 to 2025.
- Overall, Math data shows 27% of students scoring in the top two performance categories (18% + 9%), indicating a solid group of students progressing toward mastery.

### High Performers in RLA

- Despite challenges, 24% of students scored in the top two categories in Reading Language Arts (13% + 11%), showing that some students are achieving at high levels.

### Improvement in EB Student Outcomes

- EB students showed growth in both Approaches and Meets levels in RLA and Math, suggesting that some instructional strategies are working for language learners.

### Stable Attendance Rates

- Consistent attendance supports learning continuity and provides a foundation for instructional impact.

## TEA 24-25 STAAR Performance



### STAAR Summative Reading Language Arts

Grades Tested: 3, 4, 5

Tests Taken: 253

Date Last Taken: 04/17/2025



Percent	52%	24%	13%	11%
Count	131	61	33	28



### STAAR Summative Mathematics

Grades Tested: 3, 4, 5

Tests Taken: 254

Date Last Taken: 04/30/2025



Percent	45%	28%	18%	9%
Count	114	72	46	22

## Areas of Growth

### High Percentage of Students in Lowest Performance Bands

- 45% of students in Math and 52% in RLA scored in the lowest category, indicating a need for stronger Tier 1 instruction and foundational skill development.

### SPED Performance Decline

- SPED students showed a drop in performance from 2024 to 2025 across all subjects, with mastery rates near 0%, highlighting a need for improved accommodations and instructional support.

### Persistent Achievement Gaps

- Hispanic and EB students continue to show lower mastery rates compared to campus averages, especially in Science and upper-grade RLA.

### Limited Mastery Across Sub-Pops

- Mastery rates remain low across all sub-populations, particularly in Science and Math, suggesting a need for more rigorous instruction and effective scaffolding.

### Behavioral Incidents Increasing

- Rising behavior concerns may be impacting academic engagement and instructional time, especially in upper grades.

<a href="#">Spring 2025 STAAR Spanish Grade 3 Mathematics Online Forms</a>	✓	STAAR Summative	3	STAAR 3-8 Spring 2025 Math	64	1395 <i>i</i>	<table border="1"> <tr><th>Percent</th><td>48%</td><td>22%</td><td>23%</td><td>6%</td></tr> <tr><th>Count</th><td>31</td><td>14</td><td>15</td><td>4</td></tr> </table>	Percent	48%	22%	23%	6%	Count	31	14	15	4	04/29/2025
Percent	48%	22%	23%	6%														
Count	31	14	15	4														
<a href="#">Spring 2025 STAAR Grade 5 Mathematics Online and ASL Forms</a>	✓	STAAR Summative	5	STAAR 3-8 Spring 2025 Math	3	1530 <i>i</i>	<table border="1"> <tr><th>Percent</th><td>33%</td><td>67%</td></tr> <tr><th>Count</th><td>1</td><td>2</td></tr> </table>	Percent	33%	67%	Count	1	2	04/24/2025				
Percent	33%	67%																
Count	1	2																
<a href="#">Spring 2025 STAAR Grade 5 Reading Language Arts Online and ASL Forms</a>	✓	STAAR Summative	5	STAAR 3-8 Spring 2025 RLA	3	1466 <i>i</i>	<table border="1"> <tr><th>Percent</th><td>67%</td><td>33%</td></tr> <tr><th>Count</th><td>2</td><td>1</td></tr> </table>	Percent	67%	33%	Count	2	1	04/17/2025				
Percent	67%	33%																
Count	2	1																
<a href="#">Spring 2025 STAAR Grade 4 Reading Language Arts Online and ASL Forms</a>	✓	STAAR Summative	4	STAAR 3-8 Spring 2025 RLA	75	1453 <i>i</i>	<table border="1"> <tr><th>Percent</th><td>43%</td><td>37%</td><td>15%</td><td>5%</td></tr> <tr><th>Count</th><td>32</td><td>28</td><td>11</td><td>4</td></tr> </table>	Percent	43%	37%	15%	5%	Count	32	28	11	4	04/15/2025
Percent	43%	37%	15%	5%														
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<a href="#">Spring 2025 STAAR Spanish Grade 3 Reading Language Arts Online Forms</a>	✓	STAAR Summative	3	STAAR 3-8 Spring 2025 RLA	65	1302 <i>i</i>	<table border="1"> <tr><th>Percent</th><td>65%</td><td>17%</td><td>5%</td><td>14%</td></tr> <tr><th>Count</th><td>42</td><td>11</td><td>3</td><td>9</td></tr> </table>	Percent	65%	17%	5%	14%	Count	42	11	3	9	04/15/2025
Percent	65%	17%	5%	14%														
Count	42	11	3	9														

## Strengths

According to the preliminary STAAR results, 41% of 5th grade students approached English Reading STAAR.

According to the preliminary STAAR results, 39% of 5th grade students approached English Math STAAR.

Students continue to be served in their areas of need included SPED IEP, 504, MTSS, interventions, in addition to the acceleration instructional learning in a gifted and talented classrooms.

All SPED students that took STAAR ALT passed.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.	Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.
2★	SPED students are significantly underperforming, with mastery rates at or near 0% across all subjects and grades, highlighting a critical need for differentiated instruction and specialized supports.	Lack of access to specialized instructional strategies, accommodations, and consistent progress monitoring tailored to individual learning needs.
3★	Emergent Bilingual students demonstrate limited mastery, especially in Science (6%) and Math (11%), suggesting a need for language-integrated content instruction and scaffolding.	Academic language demands in content areas are not being adequately addressed through sheltered instruction or language scaffolds.
4★	Achievement gaps persist between Hispanic and EB students compared to campus averages, particularly in Reading and Science, requiring culturally responsive teaching and targeted interventions.	Instructional practices may not be linguistically inclusive, limiting engagement and comprehension for these groups.
5★	MAP Reading performance across all grade levels at Schulze Elementary remains significantly below national norms, with over 60% of students performing below the 40th percentile and a notable decline in median achievement from Kindergarten through Grade 5.	Early grade instruction lacks a systematic and explicit approach to phonics, phonemic awareness, and fluency development.

6  
★

MAP Math performance across grade levels at Schulze Elementary demonstrates inconsistent growth and limited mastery, particularly in early grades (K-2), where over 55% of students perform below the 40th percentile.

Inconsistent Foundational Numeracy Instruction (K-2) Limited daily number sense routines and conceptual math talk in early grades. Inconsistent use of manipulatives and visual models to build conceptual understanding.

7  
★

Student attendance at Schulze Elementary for the 2024-2025 school year was 94.3%, which is below the district goal of 96%. While overall attendance remains relatively stable, chronic absenteeism among specific grade levels and subpopulations

Possible misconceptions in communication around the importance of daily attendance have limited parents' understanding of how absences affect learning. As a result, chronic absenteeism persists in certain grade levels, impacting overall progress toward the 96% attendance goal.

8  
★

Family engagement at Schulze Elementary tends to be selective, with higher participation among families who are already actively involved, while families of students experiencing high mobility, chronic absenteeism, or lower academic performance are less consistently engaged.

Campus outreach and communication systems have primarily engaged families who are already connected to the school community, leaving gaps in outreach to parents of highly mobile or chronically absent students. Misconceptions about the importance of curriculum involvement, attendance consistency, and family influence on learning outcomes have further limited engagement among these families.

9  
★

PK Circle assessment data shows slower progress with rapid vocabulary and Math fluency skills.

Teachers need training on using targeted readiness skills and integrating these into small group supports to help develop fluency.

10  
★

Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

11  
★

Inconsistent implementation of Tier 1 instruction across grade levels and sub-populations Despite early-grade success, upper-grade performance declines suggest that core instructional practices are not consistently applied or vertically aligned across the campus.

Teachers may lack consistent training or support in implementing first good instruction strategies, leading to the quality of the lesson, rigor and student engagement knowledge for classroom implementation.

12  
★

Students Reading STAAR meets scores dropped to 31% and 27% in Math.

Teachers need coaching support with leveraging high level essential standards during planning to ensure instructional alignment.

13  
★

Limited effectiveness of intervention programs for SPED and EB students The persistently low mastery and declining Meets rates for SPED and EB students indicate that current intervention structures may not be adequately tailored or monitored for impact.

There is a lack of awareness among students, parents and teachers between bullying and peer conflict.

14  
★

Lack of integrated academic and language development strategies in content areas EB students show moderate growth in Approaches but struggle to reach Meets and Mastery, especially in Science and Math, suggesting that school programs may not be effectively supporting language acquisition within academic instruction.

Classroom instruction may not be consistently incorporate language objectives or scaffolds (sentence stems, visuals, academic vocabulary routines) limiting EB students' ability to access and master grade-level content.

★ = Priority

# School Processes & Programs

## Summary

Schulze Elementary follows the district curriculum provided which emphasizes effective Tier I instruction, the use of strong TOD statements and high-quality instructional resources. At Schulze Elementary, our goal is to make sure that each student finishes the school year on grade level or above in Reading and Math. Data trackers(MAP, STAAR, CORE Phonics, DOL) will be used to guide instructional practices and intervention/enrichment. The school master schedule is designed to protect Tier I instruction and Response to Intervention time. Teachers and staff work collaboratively to support every learner by following the PLC process. A campus-wide calendar allocates times for professional learning during regularly scheduled planning times, faculty meetings, and campus-created professional development.

This coming school year the district is adopting 3 new curriculums, for Math(Eureka), Reading(Amplify), and Science(McGraw-Hill). The goal is to bring all students to on-level instruction, strengthening Tier 1 practices.

## Strengths

- The district holds a number of recruiting events throughout the year (job fairs, college recruit events). Stipends are offered based on endorsements and certifications for higher need content areas.
- Our Guiding Coalition (Team Leaders) are able to develop leadership skills by serving as a liaison between administration and the grade-level/content area teams. They facilitate campus training and team meetings to ensure the alignment of campus expectations.
- Our Campus Improvement Committee and Guiding Coalition consistently monitor campus performance outcomes at the beginning, middle, and end of the year and adjust campus goals as needed.
- The STEAM Lab is available to all students for extended technology activities that are integrated within the curriculum: robotics, 3D printing and makerspace.
- Students have access to one to one device to support technology integration within the classroom.
- We embedded additional planning time for teachers for Purposeful Planning with clear protocols.
- The district provides the ConnectEd teacher mentorship program.
- The integration of CKH/SEL strategies has helped teachers with classroom management.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1



Persistent achievement gaps remain for African American and Emergent Bilingual students in Reading, requiring culturally responsive teaching and targeted instructional practices.

Inconsistent Tiering of students throughout classrooms in 3rd-5th grades.

 = Priority

# Perceptions

## Summary

Schulze has established a parent center to encourage parents' active participation in their children's learning. Staff collaborates with local community partners to actively recruit parents and other community members to volunteer on campus. Parents receive library cards to check out books and participate in school activities that promote student achievement. Schulze also has a full time parent liaison who connects with parents and empowers them to become involved in the Schulze community. Schulze has a strong positive school culture and climate where students are encouraged to Dream BIG every day.


## Strengths

- The district provided opportunities for our campus to network with area business leaders, philanthropic organizations and employers. This year at our Learn2Lead conference, community members, business owners and organizations that provide services in the Irving community were able to inform campuses about local resources and services available to Irving families.
- Approximately 80% of the parents surveyed shared that they feel welcome on campus.
- Of the parents surveyed, 85% shared that they feel respected on campus.
- In regards to school safety, 81% of our parents indicated that their child felt safe at school by selecting "strongly agree."

# Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>Staff may perceive that SPED students are not receiving adequate academic support as evidenced by mastery rates near 0% and declining meets performance across grade level.</p>	<p>SPED students may lack access to specialized instructional strategies, accommodations, and consistent progress monitoring tailored to their individual learning needs. General education and Dual Language classrooms may not be fully equipped to support inclusive practices.</p>
<p><b>2</b> ★</p> <p>Teachers may perceive that EB students are engaged but struggle to demonstrate mastery, particularly in content-heavy subjects like Science and Math where language proficiency may be needed at a more rigorous state.</p>	<p>Academic language demands in content areas are not adequately addressed through sheltered instruction or language scaffolds. Instruction may not consistently integrate language objectives with content learning.</p>

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.

Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

2  
★

Achievement gaps persist between Hispanic and EB students compared to campus averages, particularly in Reading and Science, requiring culturally responsive teaching and targeted interventions.

Instructional practices may not be linguistically inclusive, limiting engagement and comprehension for these groups.

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Lack of integrated academic and language development strategies in content areas EB students show moderate growth in Approaches but struggle to reach Meets and Mastery, especially in Science and Math, suggesting that school programs may not be effectively supporting language acquisition within academic instruction.

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Academic language demands in content areas are not adequately addressed through sheltered instruction or language scaffolds. Instruction may not consistently integrate language objectives with content learning.

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Persistent achievement gaps remain for African American and Emergent Bilingual students in Reading, requiring culturally responsive teaching and targeted instructional practices.

Inconsistent Tiering of students throughout classrooms in 3rd-5th grades.

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Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

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Emergent Bilingual students demonstrate limited mastery, especially in Science (6%) and Math (11%), suggesting a need for language-integrated content instruction and scaffolding.

Academic language demands in content areas are not being adequately addressed through sheltered instruction or language scaffolds.

8  
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SPED students are significantly underperforming, with mastery rates at or near 0% across all subjects and grades, highlighting a critical need for differentiated instruction and specialized supports.

Lack of access to specialized instructional strategies, accommodations, and consistent progress monitoring tailored to individual learning needs.

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MAP Math performance across grade levels at Schulze Elementary demonstrates inconsistent growth and limited mastery, particularly in early grades (K-2), where over 55% of students perform below the 40th percentile.

Inconsistent Foundational Numeracy Instruction (K-2) Limited daily number sense routines and conceptual math talk in early grades. Inconsistent use of manipulatives and visual models to build conceptual understanding.

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Early grade instruction lacks a systematic and explicit approach to phonics, phonemic awareness, and fluency development.

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Student attendance at Schulze Elementary for the 2024-2025 school year was 94.3%, which is below the district goal of 96%. While overall attendance remains relatively stable, chronic absenteeism among specific grade levels and subpopulations

Possible misconceptions in communication around the importance of daily attendance have limited parents' understanding of how absences affect learning. As a result, chronic absenteeism persists in certain grade levels, impacting overall progress toward the 96% attendance goal.

12  
★

Family engagement at Schulze Elementary tends to be selective, with higher participation among families who are already actively involved, while families of students experiencing high mobility, chronic absenteeism, or lower academic performance are less consistently engaged.

Campus outreach and communication systems have primarily engaged families who are already connected to the school community, leaving gaps in outreach to parents of highly mobile or chronically absent students. Misconceptions about the importance of curriculum involvement, attendance consistency, and family influence on learning outcomes have further limited engagement among these families.

13



Inconsistent implementation of Tier 1 instruction across grade levels and sub-populations Despite early-grade success, upper-grade performance declines suggest that core instructional practices are not consistently applied or vertically aligned across the campus.

Teachers may lack consistent training or support in implementing first good instruction strategies, leading to the quality of the lesson, rigor and student engagement knowledge for classroom implementation.

14



Limited effectiveness of intervention programs for SPED and EB students The persistently low mastery and declining Meets rates for SPED and EB students indicate that current intervention structures may not be adequately tailored or monitored for impact.

There is a lack of awareness among students, parents and teachers between bullying and peer conflict.

15



Staff may perceive that SPED students are not receiving adequate academic support as evidenced by mastery rates near 0% and declining meets performance across grade level.

SPED students may lack access to specialized instructional strategies, accommodations, and consistent progress monitoring tailored to their individual learning needs. General education and Dual Language classrooms may not be fully equipped to support inclusive practices.

16



PK Circle assessment data shows slower progress with rapid vocabulary and Math fluency skills.

Teachers need training on using targeted readiness skills and integrating these into small group supports to help develop fluency.

17



Students Reading STAAR meets scores dropped to 31% and 27% in Math.

Teachers need coaching support with leveraging high level essential standards during planning to ensure instructional alignment.

= 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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

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

## Support Systems and Other Data

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



# Goals

# Goal 1

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

## Performance Objective 1 High Priority HB3 Goal

Increase the percentage of PK students who are Proficient on all 5 (English/Spanish combined) Circle indicators by at least 10% by May 2025. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

**Evaluation Data Source:** Cirlice Data

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

PK teachers will track student progress using a campus-created data tracking sheet. Teachers will also provide small group instruction to help students develop skills not yet mastered.

**Strategy's Expected Result/Impact:** The progress of each student will be monitored to ensure that they are on target to meet grade level expectations.

**Staff Responsible for Monitoring:** Teachers, Academic Specialists, Inteventionists and Admin

**Problem Statements:** Student Learning 6, 9

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

#### Formative Reviews

Some Progress

November

Moderate Progress

February

Moderate Progress

April

July

### Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will conduct daily small group instruction focusing on developing students' foundational literacy skills.

**Strategy's Expected Result/Impact:** Students will increase their English/Spanish developmental literacy skills during small group with their teachers.

**Staff Responsible for Monitoring:** Teachers, Academic Specialists, Interventionists and Administrators

**Problem Statements:** Student Learning 6, 9

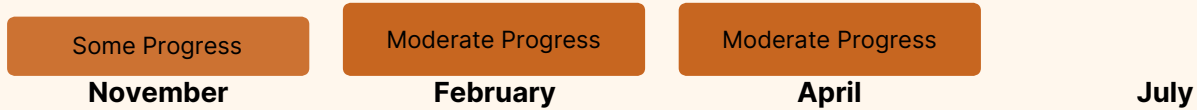
**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews



### Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>6</b> MAP Math performance across grade levels at Schulze Elementary demonstrates inconsistent growth and limited mastery, particularly in early grades (K-2), where over 55% of students perform below the 40th percentile.	Inconsistent Foundational Numeracy Instruction (K-2) Limited daily number sense routines and conceptual math talk in early grades. Inconsistent use of manipulatives and visual models to build conceptual understanding.
<b>9</b> PK Circle assessment data shows slower progress with rapid vocabulary and Math fluency skills.	Teachers need training on using targeted readiness skills and integrating these into small group supports to help develop fluency.

### Performance Objective 2 High Priority HB3 Goal

Reading K-2 Progress Monitoring Performance Objectives:

Schulze will promote early reading and literacy skills in grades K through 2nd grade. This will foster strong reading skills and help close achievement gaps for all students.

\* The percentage of Kindergarten students "on track" by MAP will increase from 24% to 50% by May 2026.

\* The percentage of 1st grade students "on track" by MAP will increase from 40% to 60% by May 2026.

\* The percentage of 2nd grade students "on track" by MAP will increase from 36% to 60% by May 2026.

**Evaluation Data Source:** MAP data

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

Supplemental resources (such as Amira [English and Spanish], Really Great Reading, Estrellita, and Decodable Readers) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.

**Strategy's Expected Result/Impact:** Students will make appropriate progress towards goal-attainment.

**Staff Responsible for Monitoring:** Teachers, AS, and Admin

**Problem Statements:** Demographics 3 - Student Learning 1, 6

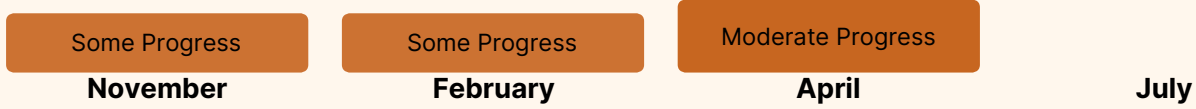
**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews



### Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Accelerated Instruction will be provided for students performing below their expected level based on their BOY MAP goals and the cumulative results from assessments.

**Strategy's Expected Result/Impact:** Students will perform at the expected level based on the BOY goals set for each student.

**Staff Responsible for Monitoring:** Teachers, Admin, Interventionist, Paraprofessional, AS, and Counselors

**Problem Statements:** Student Learning 5, 6

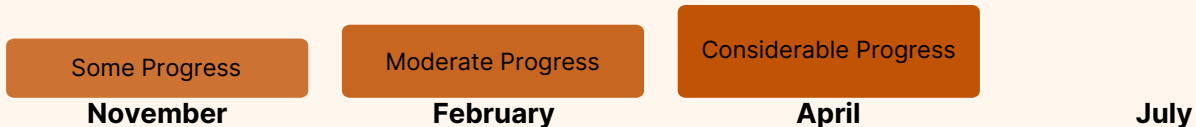
**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

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

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

### Formative Reviews



### Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will integrate writing throughout all core content areas two times a week. (12 times during the six weeks).

**Strategy's Expected Result/Impact:** Student writing samples and journal entries will reflect quality writing across the curriculum.

**Staff Responsible for Monitoring:** Administration, Guiding Coalition, AS, and Teachers

**Problem Statements:** Demographics 1 - Student Learning 4, 10, 14

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews



### Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.	Inconsistent intervention strategies and small group differentiation
3	Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.	Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

### Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.	Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

4

Achievement gaps persist between Hispanic and EB students compared to campus averages, particularly in Reading and Science, requiring culturally responsive teaching and targeted interventions.

Instructional practices may not be linguistically inclusive, limiting engagement and comprehension for these groups.

5

MAP Reading performance across all grade levels at Schulze Elementary remains significantly below national norms, with over 60% of students performing below the 40th percentile and a notable decline in median achievement from Kindergarten through Grade 5.

Early grade instruction lacks a systematic and explicit approach to phonics, phonemic awareness, and fluency development.

6

MAP Math performance across grade levels at Schulze Elementary demonstrates inconsistent growth and limited mastery, particularly in early grades (K-2), where over 55% of students perform below the 40th percentile.

Inconsistent Foundational Numeracy Instruction (K-2)  
Limited daily number sense routines and conceptual math talk in early grades. Inconsistent use of manipulatives and visual models to build conceptual understanding.

10

Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

14

Lack of integrated academic and language development strategies in content areas  
EB students show moderate growth in Approaches but struggle to reach Meets and Mastery, especially in Science and Math, suggesting that school programs may not be effectively supporting language acquisition within academic instruction.

Classroom instruction may not be consistently incorporate language objectives or scaffolds (sentence stems, visuals, academic vocabulary routines) limiting EB students' ability to access and master grade-level content.

**Performance Objective 3**  High Priority  HB3 Goal

Increase the percentage of 3rd-5th grade students that score at meets level or above on STAAR reading & math from 52% to 70% by May 2026.

**Evaluation Data Source:** STAAR

**Strategy 1**  Targeted Support Strategy  Additional Targeted Support Strategy  
 Results Driven Accountability

Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.

**Strategy's Expected Result/Impact:** 100% of students will make one year of growth based on BOY MAP percentile scores..

**Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin

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

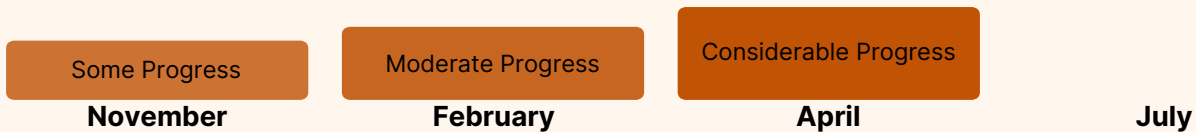
**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

**Formative Reviews**



**Strategy 2**

Teachers will integrate writing throughout all core content areas using high quality instructional materials & resources.

**Strategy's Expected Result/Impact:** 50% of our students in 3rd-5th will score at least 50% or above in the embedded writing TEKS in the STAAR reading.

**Staff Responsible for Monitoring:** Administration, guiding coalition, AS, and teachers

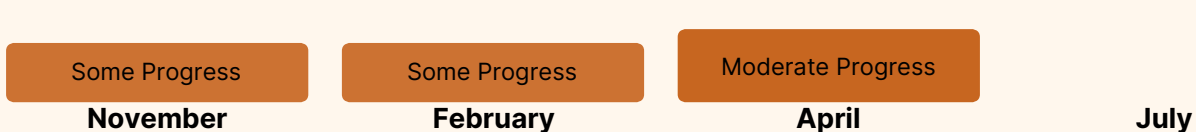
**Problem Statements:** Demographics 1 - Student Learning 3, 4, 10 - Perceptions 2

**Funding Sources:** 211 - Title I-A,

**TEA Priorities:** Build a foundation of reading and math

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

**Formative Reviews**



**Strategy 3** ✓ **Targeted Support Strategy** ✓ **Additional Targeted Support Strategy**

✓ **Results Driven Accountability**

Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.

**Strategy's Expected Result/Impact:** Students will be receiving appropriate, targeted, and timely interventions based on their performance.

**Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin

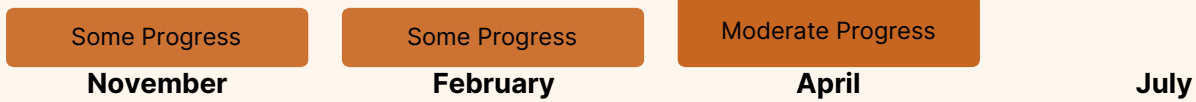
**Problem Statements:** Student Learning 4, 11, 13

**Funding Sources:** 211 - Title I-A,

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

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

**Formative Reviews**



**Performance Objective 3 Problem Statements Identifying Demographics**

	Problem Statement	Root Cause
1	Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.	Inconsistent intervention strategies and small group differentiation
3	Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.	Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

**Performance Objective 3 Problem Statements Identifying Student Learning**

	Problem Statement	Root Cause
1	Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.	Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

3

Emergent Bilingual students demonstrate limited mastery, especially in Science (6%) and Math (11%), suggesting a need for language-integrated content instruction and scaffolding.

Academic language demands in content areas are not being adequately addressed through sheltered instruction or language scaffolds.

4

Achievement gaps persist between Hispanic and EB students compared to campus averages, particularly in Reading and Science, requiring culturally responsive teaching and targeted interventions.

Instructional practices may not be linguistically inclusive, limiting engagement and comprehension for these groups.

10

Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

11

Inconsistent implementation of Tier 1 instruction across grade levels and sub-populations  
Despite early-grade success, upper-grade performance declines suggest that core instructional practices are not consistently applied or vertically aligned across the campus.

Teachers may lack consistent training or support in implementing first good instruction strategies, leading to the quality of the lesson, rigor and student engagement knowledge for classroom implementation.

13

Limited effectiveness of intervention programs for SPED and EB students  
The persistently low mastery and declining Meets rates for SPED and EB students indicate that current intervention structures may not be adequately tailored or monitored for impact.

There is a lack of awareness among students, parents and teachers between bullying and peer conflict.

### Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Teachers may perceive that EB students are engaged but struggle to demonstrate mastery, particularly in content-heavy subjects like Science and Math where language proficiency may be needed at a more rigorous state.

Academic language demands in content areas are not adequately addressed through sheltered instruction or language scaffolds. Instruction may not consistently integrate language objectives with content learning.

## Performance Objective 4

Increase the percentage of Pre-K students who are proficient in Math (English/Spanish combined) CIRCLE indicator by at least 10% by May 2026.

**Evaluation Data Source:** CIRCLE data

**Summative Evaluation:** Some progress made toward meeting Performance Objective

**Strategy 1**  **Targeted Support Strategy**  **Additional Targeted Support Strategy**  
 **Results Driven Accountability**

PK teachers will track student progress using a campus-created data tracking sheet.

**Strategy's Expected Result/Impact:** The progress of each student will be monitored to ensure that they are on target to meet grade level expectations.

**Staff Responsible for Monitoring:** Teachers, AS, and Admin

**Problem Statements:** Student Learning 9

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.1

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

Some Progress

November

Some Progress

February

Some Progress

April

July

**Strategy 2**  **Targeted Support Strategy**  **Additional Targeted Support Strategy**  
 **Results Driven Accountability**

Teachers will conduct targeted small group instruction based on data from CIRCLE assessment and teacher observations.

**Strategy's Expected Result/Impact:** Students not making expected progress will receive timely and targeted Tier 2 instruction.

**Staff Responsible for Monitoring:** Teachers, AS, and Admin

**Problem Statements:** Student Learning 6, 9

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

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

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

## Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

### Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

MAP Math performance across grade levels at Schulze Elementary demonstrates inconsistent growth and limited mastery, particularly in early grades (K-2), where over 55% of students perform below the 40th percentile.

Inconsistent Foundational Numeracy Instruction (K-2)  
Limited daily number sense routines and conceptual math talk in early grades.  
Inconsistent use of manipulatives and visual models to build conceptual understanding.

9

PK Circle assessment data shows slower progress with rapid vocabulary and Math fluency skills.

Teachers need training on using targeted readiness skills and integrating these into small group supports to help develop fluency.

### Performance Objective 5

Math K-2 Progress Monitoring Performance Objectives:

Schulze will promote early math foundational skills in grades K through 2nd grade. This will foster strong math skills and help close achievement gaps for all students.

For the 2025-2026 school year the following goals will be achieved by the end of the academic school year:

44% of Kindergarten students will score at or above the 60<sup>th</sup>ile on EOY MAP Math in 2026

40% of First Grade students will score at or above the 60<sup>th</sup>ile on EOY MAP Math in 2026

30% of Second Grade students will score at or above the 60<sup>th</sup>ile on EOY MAP Math in 2026

**Evaluation Data Source:** MAP data

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

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

Results Driven Accountability

Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.

**Strategy's Expected Result/Impact:** 100% of students will make one year of growth based on BOY MAP percentile scores.

**Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin

**Problem Statements:** Student Learning 5, 6

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

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

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

Results Driven Accountability

Using data tracking sheets, students' progress towards goal attainment will be monitored after each assessment and this data will be used to conduct data talks.

**Strategy's Expected Result/Impact:** The progress of each student will be monitored on a periodic basis.

**Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin

**Problem Statements:** Student Learning 5

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

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

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

### Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

**Strategy 3**  Targeted Support Strategy  Additional Targeted Support Strategy

Results Driven Accountability

Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.

**Strategy's Expected Result/Impact:** Students will be receiving appropriate, targeted, and timely interventions based on their performance.

**Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin

**Problem Statements:** Demographics 1 - Student Learning 10

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

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

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

### Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

**Strategy 4**  Targeted Support Strategy  Additional Targeted Support Strategy

Results Driven Accountability

Supplemental resources (such as ST Math, Amira, Summit K-12 and use of decodables in class interventions) will be used to help close achievement gaps. Provide supplemental school materials/supplies as needed.

**Strategy's Expected Result/Impact:** Students will make appropriate progress towards goal attainment.

**Staff Responsible for Monitoring:** Teachers, AS, and Admin

**Problem Statements:** Student Learning 4, 6

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

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

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

### Formative Reviews

Some Progress

November

Moderate Progress

February

Considerable Progress

April

July

## Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

## Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>4</b> Achievement gaps persist between Hispanic and EB students compared to campus averages, particularly in Reading and Science, requiring culturally responsive teaching and targeted interventions.	Instructional practices may not be linguistically inclusive, limiting engagement and comprehension for these groups.
<b>5</b> MAP Reading performance across all grade levels at Schulze Elementary remains significantly below national norms, with over 60% of students performing below the 40th percentile and a notable decline in median achievement from Kindergarten through Grade 5.	Early grade instruction lacks a systematic and explicit approach to phonics, phonemic awareness, and fluency development.
<b>6</b> MAP Math performance across grade levels at Schulze Elementary demonstrates inconsistent growth and limited mastery, particularly in early grades (K-2), where over 55% of students perform below the 40th percentile.	Inconsistent Foundational Numeracy Instruction (K-2) Limited daily number sense routines and conceptual math talk in early grades. Inconsistent use of manipulatives and visual models to build conceptual understanding.
<b>10</b> Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.	Inconsistent intervention strategies and small group differentiation

## Performance Objective 6

Increase the percentage of 3-5th grade students that score at meets level or above on STAAR Math from 57% to 62% by May 2026.

**Evaluation Data Source:** STAAR data

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Strategy 1**  Targeted Support Strategy  Additional Targeted Support Strategy  
 Results Driven Accountability

Using students profiles and goal-setting sheets, teachers will set SMART goals for each student to make at least one year of growth based on BOY MAP percentile scores.

**Strategy's Expected Result/Impact:** 100% of students will make one year of growth based on BOY MAP percentile scores.

**Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin

**Problem Statements:** Student Learning 5, 6

**Funding Sources:** 211 - Title I-A,

**Title I:** 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

Some Progress

November

Moderate Progress

February

Moderate Progress

April

July

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

Results Driven Accountability

Data tracking sheets, students progress towards goal attainment will be monitored after each formative assessment, and this data will be used to conduct data talks.

**Strategy's Expected Result/Impact:** The progress of each student will be monitored on a systematic basis.

**Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin

**Problem Statements:** Demographics 1 - Student Learning 5, 10

**Funding Sources:** 199 - General Funds,

**Title I:** 2.5.3

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

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

### Formative Reviews

Some Progress

November

Moderate Progress

February

Considerable Progress

April

July

**Strategy 3**  Targeted Support Strategy  Additional Targeted Support Strategy

Results Driven Accountability

Data from formative assessments and data talks will be used to determine Tier 2 interventions and MTSS recommendations for Tier 3.

**Strategy's Expected Result/Impact:** Students will be receiving appropriate, targeted, and timely interventions based on their performance.

**Staff Responsible for Monitoring:** Teachers, Interventionists, AS, and Admin

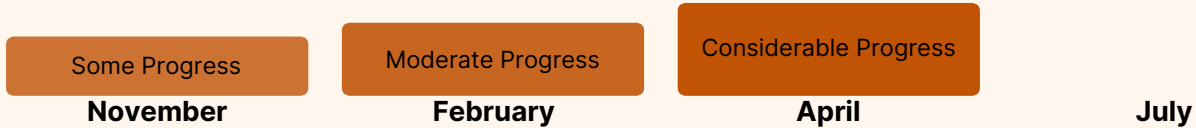
**Problem Statements:** Demographics 1 - Student Learning 5, 10

**Funding Sources:** 211 - Title I-A,

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

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

### Formative Reviews



### Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>1</b> Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.	Inconsistent intervention strategies and small group differentiation

### Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>5</b> MAP Reading performance across all grade levels at Schulze Elementary remains significantly below national norms, with over 60% of students performing below the 40th percentile and a notable decline in median achievement from Kindergarten through Grade 5.	Early grade instruction lacks a systematic and explicit approach to phonics, phonemic awareness, and fluency development.
<b>6</b> MAP Math performance across grade levels at Schulze Elementary demonstrates inconsistent growth and limited mastery, particularly in early grades (K-2), where over 55% of students perform below the 40th percentile.	Inconsistent Foundational Numeracy Instruction (K-2) Limited daily number sense routines and conceptual math talk in early grades. Inconsistent use of manipulatives and visual models to build conceptual understanding.

10

Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

### Performance Objective 7

By May 2026, the percentage of Hispanic students in grades 3-5 meeting proficiency on the STAAR Reading assessment will increase as follows: from 54% to 59% at the Approaches level, from 29% to 34% at the Meets level, and from 13% to 18% at the Masters level.

**Evaluation Data Source:** STAAR

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

#### Strategy 1 Targeted Support Strategy

To support Hispanic students in grades 3-5 in reaching higher levels of reading achievement on the STAAR, the campus will implement targeted instructional strategies, including:

Data-Driven Small Group Instruction: Teachers will use formative and summative assessment data to provide targeted small-group instruction focused on reading comprehension, vocabulary development, and test-taking strategies.

Progress Monitoring: Students will be assessed bi-weekly through campus-based assessments to track progress and adjust instruction accordingly.

**Strategy's Expected Result/Impact:** Hispanic students in grades 3-5 will demonstrate increased reading proficiency as evidenced by improved performance on classroom assessments and district benchmarks throughout the year. These gains will contribute to an overall 5% increase in STAAR Reading scores at the Approaches, Meets, and Masters levels by May 2026.

**Staff Responsible for Monitoring:** Administration & Instructional Leadership Team

**Problem Statements:** Demographics 3 - Student Learning 1

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

#### Formative Reviews

Some Progress

November

Moderate Progress

February

Moderate Progress

April

July

### Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.

Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

### Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.

Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

### Performance Objective 8

By May 2026, the percentage of Hispanic students in grade 5 meeting proficiency on the STAAR Science assessment will increase as follows: from 45% to 50% at the Approaches level, from 12% to 17% at the Meets level, and from 5% to 10% at the Masters level.

**Evaluation Data Source:** STAAR

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

#### Strategy 1 Targeted Support Strategy

The campus will strengthen science instruction for Hispanic students in grade 5 by implementing hands-on, inquiry-based lessons that emphasize critical thinking and real-world applications. Teachers will use formative assessment data to provide targeted small group instruction, reteach essential TEKS, and build academic vocabulary specific to science content. Progress will be monitored regularly through benchmarks, unit tests, and classroom assessments to ensure student growth toward STAAR performance goals.

**Strategy's Expected Result/Impact:** Students will strengthen their scientific vocabulary, problem-solving, and inquiry skills through targeted instruction and hands-on learning experiences. These improvements will support an overall 5% increase in STAAR Science scores at the Approaches, Meets, and Masters levels by May 2026.

**Staff Responsible for Monitoring:** Administration & Instructional Coaches

**Problem Statements:** Demographics 3 - Student Learning 1

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

**TEA Priorities:** Improve low-performing schools

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

## Formative Reviews

Some Progress

November

Moderate Progress

February

Considerable Progress

April

July

### Performance Objective 8 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.

Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

### Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.

Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

## Performance Objective 9

By May 2026, the percentage of grade 3-5th students receiving special education services who achieve Approaches Grade Level or above on the STAAR Reading assessment will increase from 24% to at least 29%; those achieving Meets Grade Level will increase from 10% to at least 15%; and those achieving Masters Grade Level will increase from 1% to at least 6%.

**Evaluation Data Source:** STAAR/STAAR Alt

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

The campus will strengthen reading outcomes for Special Education students in grades 3-5 by implementing targeted small-group and one-on-one interventions aligned to student IEP goals. Instruction will focus on building reading comprehension, fluency, and vocabulary through evidence-based practices, including guided reading, multisensory strategies, and scaffolded instruction. Teachers will use frequent progress monitoring tools to adjust instruction and provide reteach opportunities as needed. Collaboration between general education and special education teachers will ensure consistent support across settings.

**Strategy's Expected Result/Impact:** These gains are expected to contribute to an overall 5% or greater increase in STAAR Reading scores at the Approaches, Meets, and Masters levels by May 2026

**Staff Responsible for Monitoring:** SPED, Administration, Instructional Coaches

**Problem Statements:** Student Learning 2

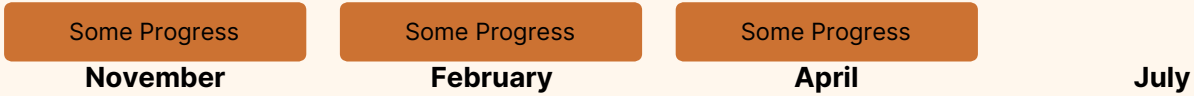
**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

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

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



### Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>2</b> SPED students are significantly underperforming, with mastery rates at or near 0% across all subjects and grades, highlighting a critical need for differentiated instruction and specialized supports.	Lack of access to specialized instructional strategies, accommodations, and consistent progress monitoring tailored to individual learning needs.

### Performance Objective 10

By May 2026, the percentage of Hispanic students in grades 3-5th meeting proficiency on the STAAR Math assessment will increase as follows: from 56% to 61% at the Approaches level, from 27% to 32% at the Meets level, and from 8% to 13% at the Masters level.

**Evaluation Data Source:** STAAR

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

To support Hispanic students in grades 3-5 in achieving higher levels of math proficiency on the STAAR, the campus will implement targeted instructional strategies, including:  
Data-Driven Small Group Instruction: Teachers will use assessment data to identify learning gaps and provide targeted interventions in problem-solving, number sense, and mathematical reasoning.

Progress Monitoring: Students will participate in regular campus-based assessments and data talks to track growth, adjust instruction, and celebrate progress.

**Strategy's Expected Result/Impact:** Hispanic students in grades 3-5 will demonstrate improved math proficiency through higher performance on classroom assignments, unit tests, and district benchmarks. Students will show growth in problem-solving skills, mathematical reasoning, and academic vocabulary. These improvements will contribute to an overall 5% increase in STAAR Math scores at the Approaches, Meets, and Masters levels by May 2026.

**Staff Responsible for Monitoring:** Administration & Instructional Coaches

**Problem Statements:** Demographics 3 - Student Learning 1

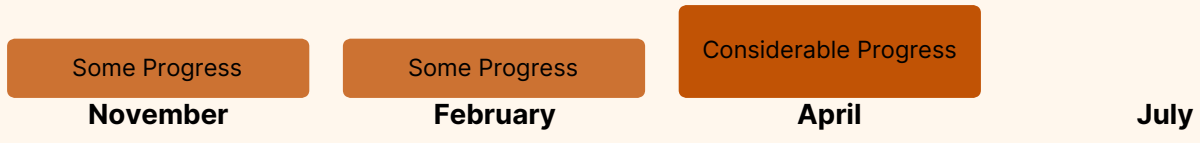
**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

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

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

**Formative Reviews**



**Performance Objective 10 Problem Statements Identifying Demographics**

Problem Statement	Root Cause
<p><b>3</b> Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.</p>	<p>Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.</p>

**Performance Objective 10 Problem Statements Identifying Student Learning**

Problem Statement	Root Cause
<p><b>1</b> Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.</p>	<p>Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.</p>

**Performance Objective 11**

By May 2026, the percentage of SPED students in grades 3-5th meeting proficiency on the STAAR Math assessment will increase as follows: from 31% to 36% at the Approaches level, from 10% to 15% at the Meets level, and from 3% to 7% at the Masters level.

**Evaluation Data Source:** STAAR

## Strategy 1

Implement targeted, data-driven math interventions for students in grades 3-5 receiving special education services by:

**Small-Group Instruction:** Provide daily or frequent small-group math interventions that emphasize number sense, fact fluency, problem-solving strategies, and conceptual understanding of STAAR-tested TEKS, aligned to student IEP goals.

**Progress Monitoring:** Use formative assessments (e.g., math fact fluency checks, unit assessments, computer-based diagnostics) every 3-4 weeks to monitor growth and adjust instruction as needed.

**Evidence-Based Practices:** Incorporate explicit modeling, use of manipulatives, visual representations, and scaffolded problem-solving routines to deepen conceptual understanding and support mastery of grade-level math skills.

**Strategy's Expected Result/Impact:** Students will increase the current math scores by 5% points by May 2026 STAAR assessment.

**Problem Statements:** Demographics 1 - Student Learning 2, 10

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews



## Performance Objective 11 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

## Performance Objective 11 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

SPED students are significantly underperforming, with mastery rates at or near 0% across all subjects and grades, highlighting a critical need for differentiated instruction and specialized supports.

Lack of access to specialized instructional strategies, accommodations, and consistent progress monitoring tailored to individual learning needs.

10

Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

## Performance Objective 12

By May 2026, students in 5th grade receiving special education services will demonstrate measurable growth in Science achievement as assessed by the STAAR Science test. The percentage of students achieving Approaches Grade Level will increase from 25% to at least 30%; those achieving Meets Grade Level will increase from 4% to at least 9%; and those achieving Masters Grade Level will increase from 0% to at least 5%.

**Evaluation Data Source:** STAAR

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

To support SPED students, teachers will provide targeted, data-driven science instruction and interventions for students in special education by:

**Small-Group, Hands-On Instruction:** Deliver structured small-group science interventions 2-3 times per week, emphasizing key grade 5 readiness TEKS with hands-on labs, models, and visuals to support conceptual understanding.

**Vocabulary Development:** Incorporate explicit instruction of science academic vocabulary (using word walls, visuals, and sentence stems) to support comprehension of test items and scientific concepts.

**Progress Monitoring:** Use formative assessments (such as exit tickets, unit tests, and benchmark data) every 3-4 weeks to track growth, reteach misconceptions, and adjust instruction based on students' needs.

**Strategy's Expected Result/Impact:** As a result of implementing targeted small-group instruction, hands-on learning experiences, explicit vocabulary development, and ongoing progress monitoring, students receiving special education services in grade 5 will demonstrate increased mastery of science concepts and improved performance on STAAR Science. These gains will contribute to an overall 5% increase in STAAR Reading scores at the Approaches, Meets, and Masters levels by May 2026.

**Staff Responsible for Monitoring:** SPED, Administration, Instructional Coaches

**Problem Statements:** Demographics 3 - Student Learning 1, 11

**Funding Sources:** 211 - Title I-A,

**TEA Priorities:** Improve low-performing schools

### Formative Reviews



### Performance Objective 12 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>3</b> Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.	Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.

### Performance Objective 12 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>1</b> Hispanic students show low mastery rates across all subjects, with overall mastery in Math at only 8% and in RLA at 13%, indicating a need for deeper learning and enrichment strategies.	Instruction may not be sufficiently rigorous or differentiated to push students beyond basic understanding toward mastery-level thinking.
<b>11</b> Inconsistent implementation of Tier 1 instruction across grade levels and sub-populations. Despite early-grade success, upper-grade performance declines suggest that core instructional practices are not consistently applied or vertically aligned across the campus.	Teachers may lack consistent training or support in implementing first good instruction strategies, leading to the quality of the lesson, rigor and student engagement knowledge for classroom implementation.

### Performance Objective 13

By May 2026, Emergent Bilingual students in grades 3rd-5th will demonstrate measurable growth in Reading achievement on the STAAR assessment. The percentage of students achieving Approaches Grade Level will increase from 53% to at least 58%; those achieving Meets Grade Level will increase from 32% to at least 37%; and those achieving Masters Grade Level will increase from 16% to at least 21%.

**Evaluation Data Source:** STAAR

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

## Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement targeted, language-rich reading instruction and interventions for Emergent Bilingual students by:

Using strategies in daily lessons, including visuals, sentence stems, and graphic organizers, to build comprehension of academic text.

Small-Group Reading Interventions: Provide differentiated small-group instruction focused on vocabulary development, fluency, and comprehension strategies aligned to grade-level TEKS and STAAR item types.

Academic Vocabulary Development: Explicitly teach and reinforce high-frequency academic and content vocabulary through interactive word walls, bilingual resources, and structured speaking and writing activities.

Progress Monitoring: Use formative assessments (e.g., running records, reading inventories, computer-based diagnostics, TELPAS practice tasks) every 3-4 weeks to track student growth and adjust instruction.

**Strategy's Expected Result/Impact:** As a result of implementing targeted small-group interventions, explicit academic vocabulary instruction, and ongoing progress monitoring, Emergent Bilingual students will strengthen both language proficiency and reading comprehension skills.

**Staff Responsible for Monitoring:** Administration & Instructional Coaches

**Problem Statements:** Student Learning 4, 12

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.1

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

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

### Formative Reviews

Some Progress

November

Some Progress

February

Moderate Progress

April

July

## Performance Objective 13 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Achievement gaps persist between Hispanic and EB students compared to campus averages, particularly in Reading and Science, requiring culturally responsive teaching and targeted interventions.

Instructional practices may not be linguistically inclusive, limiting engagement and comprehension for these groups.

12

Students Reading STAAR meets scores dropped to 31% and 27% in Math.

Teachers need coaching support with leveraging high level essential standards during planning to ensure instructional alignment.

# Performance Objective 14

By May 2026, Emergent Bilingual students in grades 3rd-5th will demonstrate measurable growth in Math achievement on the STAAR assessment. The percentage of students achieving Approaches Grade Level will increase from 57% to 62%; those achieving Meets Grade Level will increase from 30% to 35%; and those achieving Masters Grade Level will increase from 11% to 16%.

**Evaluation Data Source:** STAAR

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

## Strategy 1 Targeted Support Strategy

Strategy to meet Math targets of Emergent Bilinguals: provide targeted language-rich math instruction and intervention for Emergent Bilingual students by: providing strategies such as visual models, real-life context, use of manipulatives, and use of sentence stems to support both concept development and academic language. Use of small-group, data-driven Interventions by providing differentiated small-group math instruction focused on number sense, problem-solving, and multi-step word problems aligned to STAAR-tested TEKS, with scaffolds for varying levels of language proficiency. Explicitly teach math-specific vocabulary (e.g., operation terms, comparative words, problem-solving language) using visuals, word walls, and interactive notebooks to strengthen comprehension of math problems. Design math tasks that integrate listening, speaking, reading, and writing (e.g., math talks, partner explanations, written justifications) to deepen both language proficiency and math understanding. Use math screeners, common assessments, and benchmark data every 3-4 weeks to track student growth, reteach concepts, and adjust interventions for EB students.

**Strategy's Expected Result/Impact:** As a result of implementing targeted small-group interventions, explicit math vocabulary development, and ongoing progress monitoring, Emergent Bilingual students in grades 3-5 will strengthen both language proficiency and conceptual math understanding.

**Staff Responsible for Monitoring:** Administration & Instructional Coaches

**Problem Statements:** Student Learning 5, 12

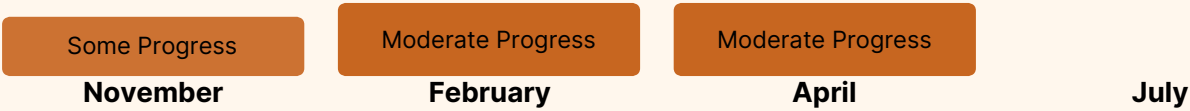
**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.1

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews



## Performance Objective 14 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

MAP Reading performance across all grade levels at Schulze Elementary remains significantly below national norms, with over 60% of students performing below the 40th percentile and a notable decline in median achievement from Kindergarten through Grade 5.

Early grade instruction lacks a systematic and explicit approach to phonics, phonemic awareness, and fluency development.

12

Students Reading STAAR meets scores dropped to 31% and 27% in Math.

Teachers need coaching support with leveraging high level essential standards during planning to ensure instructional alignment.

## Performance Objective 15

By May 2026, Emergent Bilingual students in 5th grade will demonstrate measurable growth in Science achievement on the STAAR assessment. The percentage of students achieving Approaches Grade Level will increase from 46% to 51%; those achieving Meets Grade Level will increase from 13% to 18%; and those achieving Masters Grade Level will increase from 6% to 11%.

**Evaluation Data Source:** STAAR

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

For Emergent Bilingual students to demonstrate measurable growth in Science STAAR, teachers must provide strategies to support their comprehension of grade-level science concepts. Provide structured small-group lessons focusing on scientific concepts, vocabulary, and STAAR-aligned skills, tailored to students' language proficiency and prior knowledge. Explicitly teach science-specific academic and technical vocabulary using bilingual resources, interactive word walls, and repeated practice in reading, speaking, and writing. Design science activities that integrate listening, speaking, reading, and writing to strengthen both language proficiency and conceptual understanding (e.g., lab discussions, science journals, collaborative projects). Use formative assessments (such as exit tickets, unit quizzes, and benchmark tasks) every 3-4 weeks to track mastery of key concepts and inform reteaching.

**Strategy's Expected Result/Impact:** As a result of implementing sheltered science instruction, targeted small-group interventions, explicit science vocabulary development, and ongoing progress monitoring, 5th-grade Emergent Bilingual students will strengthen both language proficiency and conceptual understanding of science.

**Staff Responsible for Monitoring:** Administration & Instructional Coaches

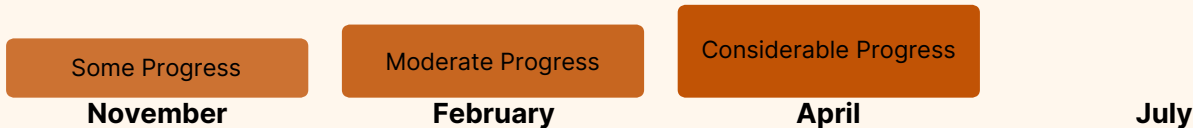
**Problem Statements:** Student Learning 3, 4 - Perceptions 2

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.1

**TEA Priorities:** Improve low-performing schools

**Formative Reviews**



**Performance Objective 15 Problem Statements Identifying Student Learning**

	Problem Statement	Root Cause
<b>3</b>	Emergent Bilingual students demonstrate limited mastery, especially in Science (6%) and Math (11%), suggesting a need for language-integrated content instruction and scaffolding.	Academic language demands in content areas are not being adequately addressed through sheltered instruction or language scaffolds.
<b>4</b>	Achievement gaps persist between Hispanic and EB students compared to campus averages, particularly in Reading and Science, requiring culturally responsive teaching and targeted interventions.	Instructional practices may not be linguistically inclusive, limiting engagement and comprehension for these groups.

**Performance Objective 15 Problem Statements Identifying Perceptions**

	Problem Statement	Root Cause
<b>2</b>	Teachers may perceive that EB students are engaged but struggle to demonstrate mastery, particularly in content-heavy subjects like Science and Math where language proficiency may be needed at a more rigorous state.	Academic language demands in content areas are not adequately addressed through sheltered instruction or language scaffolds. Instruction may not consistently integrate language objectives with content learning.

# 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

Schulze will retain 100% of its teachers who meet or exceed expectations on T-TESS Domains 1-4.

**Evaluation Data Source:** Retention rate, staff morale survey, TTESS Evaluations

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

Staff collaboration time will be scheduled and intentional. Collaboration time includes Wednesday planning meetings, Purposeful Planning, Team Time, and Data Protocol Meetings.

**Strategy's Expected Result/Impact:** 100% of walkthroughs will show that teachers have effectively collaborated to increase learning and plan quality assessments and intervention plans.

**Staff Responsible for Monitoring:** Administrators, Academic Specialist, Interventionists

**Problem Statements:** Student Learning 11 - Perceptions 2

**Funding Sources:** 211 - Title I-A, , 211 - Title I-A,

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing

#### Formative Reviews

Moderate Progress

November

Considerable Progress

February

Considerable Progress

April

July

### Strategy 2

Schulze administrators will gain feedback from staff by sending out a mid-year climate survey and scheduling times to check in with teachers to address needs.

**Strategy's Expected Result/Impact:** Climate survey data will show that at least 90% of staff respond agree or strongly agree to all questions.

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** Student Learning 8 - Perceptions 1, 2

**Funding Sources:** 211 - Title I-A,

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing

## Formative Reviews

Some Progress

November

Moderate Progress

February

Considerable Progress

April

July

## Strategy 3

The campus will conduct teacher interviews as a 2 step process which will consist of Campus Data Analysis/Provide an Action Plan and then design a lesson based on a provided standard.

**Strategy's Expected Result/Impact:** Staff members recruited will show a high success rate.

**Staff Responsible for Monitoring:** Admin, counselors, teachers

**Problem Statements:** Student Learning 2, 11

**Funding Sources:** 199 - General Funds,

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing

## Formative Reviews

Some Progress

November

Some Progress

February

Considerable Progress

April

July

## Strategy 4 Targeted Support Strategy

All Math and Reading instructional staff will receive coaching support from SustainEd and Great Minds in addition to real-time coaching by campus administrators and AS to strengthen and align instructional practices.

**Strategy's Expected Result/Impact:** Efficacy and effectiveness of instructional delivery and strategies used will improve student achievement and increase reading and math scores as measured by STAAR.

**Staff Responsible for Monitoring:** Administrators and Academic Specialists

**Problem Statements:** Demographics 1 - Student Learning 10, 13

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

**Title I:** 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Some Progress

Considerable Progress

Considerable Progress

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

SPED students are significantly underperforming, with mastery rates at or near 0% across all subjects and grades, highlighting a critical need for differentiated instruction and specialized supports.

Lack of access to specialized instructional strategies, accommodations, and consistent progress monitoring tailored to individual learning needs.

8

Family engagement at Schulze Elementary tends to be selective, with higher participation among families who are already actively involved, while families of students experiencing high mobility, chronic absenteeism, or lower academic performance are less consistently engaged.

Campus outreach and communication systems have primarily engaged families who are already connected to the school community, leaving gaps in outreach to parents of highly mobile or chronically absent students. Misconceptions about the importance of curriculum involvement, attendance consistency, and family influence on learning outcomes have further limited engagement among these families.

10

Achievement in grades 3-5 has declined in both Math and Reading, signaling the need for targeted interventions and improved vertical alignment.

Inconsistent intervention strategies and small group differentiation

11

Inconsistent implementation of Tier 1 instruction across grade levels and sub-populations  
Despite early-grade success, upper-grade performance declines suggest that core instructional practices are not consistently applied or vertically aligned across the campus.

Teachers may lack consistent training or support in implementing first good instruction strategies, leading to the quality of the lesson, rigor and student engagement knowledge for classroom implementation.

# 13

Limited effectiveness of intervention programs for SPED and EB students  
The persistently low mastery and declining Meets rates for SPED and EB students indicate that current intervention structures may not be adequately tailored or monitored for impact.

There is a lack of awareness among students, parents and teachers between bullying and peer conflict.

## Performance Objective 1 Problem Statements Identifying Perceptions

### Problem Statement

### Root Cause

# 1

Staff may perceive that SPED students are not receiving adequate academic support as evidenced by mastery rates near 0% and declining meets performance across grade level.

SPED students may lack access to specialized instructional strategies, accommodations, and consistent progress monitoring tailored to their individual learning needs. General education and Dual Language classrooms may not be fully equipped to support inclusive practices.

# 2

Teachers may perceive that EB students are engaged but struggle to demonstrate mastery, particularly in content-heavy subjects like Science and Math where language proficiency may be needed at a more rigorous state.

Academic language demands in content areas are not adequately addressed through sheltered instruction or language scaffolds. Instruction may not consistently integrate language objectives with content learning.

## Performance Objective 2

Teachers will receive coaching support throughout the school year from Sustain Ed, Great Minds coaches, and campus coaches.

**Evaluation Data Source:** Mid Module assessments, End of module assessments, classroom observations

### Strategy 1

Teachers will complete pre work and annotations to prepare for lesson internalization with content coaches.

**Strategy's Expected Result/Impact:** Teachers will be prepared to present lessons to students. Students will obtain greater content knowledge.

**Staff Responsible for Monitoring:** Campus administrators and Academic Specialist

**Problem Statements:** Student Learning 14

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

### Formative Reviews

Some Progress

November

Some Progress

February

Some Progress

April

July

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

14

Lack of integrated academic and language development strategies in content areas  
EB students show moderate growth in Approaches but struggle to reach Meets and Mastery, especially in Science and Math, suggesting that school programs may not be effectively supporting language acquisition within academic instruction.

Classroom instruction may not be consistently incorporate language objectives or scaffolds (sentence stems, visuals, academic vocabulary routines) limiting EB students' ability to access and master grade-level content.

# Goal 3

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

## Performance Objective 1 High Priority

Decrease the number and percentage of students who are chronically absent from 95.2% to 97% by May 2025.

**Evaluation Data Source:** Campus annual attendance reports.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

We will keep track of the highest attendance percentages for each classroom on the bulletin board in the main hallway.

**Strategy's Expected Result/Impact:** Students and staff will notice which classrooms have 100% attendance daily.

**Staff Responsible for Monitoring:** Admin Team and Attendance/DP Clerk

**Problem Statements:** Student Learning 7

**Funding Sources:** 211 - Title I-A,

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

Some Progress

November

Some Progress

February

Some Progress

April

July

### Strategy 2

The counselors will work with students with a high number of absences from last year. We will look at students that were not in school 90% of the time.

**Strategy's Expected Result/Impact:** Students will decrease their absences and understand the importance of being in school each day.

**Staff Responsible for Monitoring:** Admin and Counselors

**Problem Statements:** Student Learning 7

**Funding Sources:** 211 - Title I-A,

**Title I:** 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Some Progress

November

Some Progress

February

Some Progress

April

July

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

Student attendance at Schulze Elementary for the 2024-2025 school year was 94.3%, which is below the district goal of 96%. While overall attendance remains relatively stable, chronic absenteeism among specific grade levels and subpopulations

Possible misconceptions in communication around the importance of daily attendance have limited parents' understanding of how absences affect learning. As a result, chronic absenteeism persists in certain grade levels, impacting overall progress toward the 96% attendance goal.

## Performance Objective 2 High Priority HB3 Goal

By May 2026, Schulze Elementary will increase the overall student attendance rate from 94.3% to 96%, reducing chronic absenteeism among all subpopulations by at least 10%, to ensure equitable access to instruction and improved academic achievement.

**Evaluation Data Source:** eSchool

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

Calls will be made by the attendance clerk and administration to check on chronic absentee students. When absences have exceeded 5, a conference will be scheduled with the students' parents.

**Strategy's Expected Result/Impact:** Improve the annual attendance rate to 96% and impact student learning outcomes.

**Staff Responsible for Monitoring:** Administrators and attendance clerk.

**Problem Statements:** Student Learning 7

**Funding Sources:** 199 - General Funds,

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

No Progress

**November**

Moderate Progress

**February**

Moderate Progress

**April**

**July**

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

**7**

Student attendance at Schulze Elementary for the 2024-2025 school year was 94.3%, which is below the district goal of 96%. While overall attendance remains relatively stable, chronic absenteeism among specific grade levels and subpopulations

Possible misconceptions in communication around the importance of daily attendance have limited parents' understanding of how absences affect learning. As a result, chronic absenteeism persists in certain grade levels, impacting overall progress toward the 96% attendance goal.

## Performance Objective 3

Decrease the percentage of in and out of school suspensions for Hispanic students that are disproportionately referred for disciplinary action from 10 % to 4 % by May 2025.

**Evaluation Data Source:** Discipline Records

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

Guidance lessons will be provided by the school counselor on self regulation skills and replacement behaviors for students when dealing with conflict.

**Strategy's Expected Result/Impact:** Students learn to work through conflict resulting in decrease behavior incidents and decrease referrals,

**Staff Responsible for Monitoring:** Counselor, teachers and administrators

**Problem Statements:** Student Learning 7, 8

**Funding Sources:** 199 - General Funds,

### Formative Reviews

Some Progress

**November**

Moderate Progress

**February**

Considerable Progress

**April**

**July**

### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
7	<p>Student attendance at Schulze Elementary for the 2024-2025 school year was 94.3%, which is below the district goal of 96%. While overall attendance remains relatively stable, chronic absenteeism among specific grade levels and subpopulations</p>	<p>Possible misconceptions in communication around the importance of daily attendance have limited parents' understanding of how absences affect learning. As a result, chronic absenteeism persists in certain grade levels, impacting overall progress toward the 96% attendance goal.</p>
8	<p>Family engagement at Schulze Elementary tends to be selective, with higher participation among families who are already actively involved, while families of students experiencing high mobility, chronic absenteeism, or lower academic performance are less consistently engaged.</p>	<p>Campus outreach and communication systems have primarily engaged families who are already connected to the school community, leaving gaps in outreach to parents of highly mobile or chronically absent students. Misconceptions about the importance of curriculum involvement, attendance consistency, and family influence on learning outcomes have further limited engagement among these families.</p>



# State Compensatory Education

# State Compensatory

## Budget for Schulze Elementary School

**Total SCE Funds:** \$30,336.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

Funds will be and have been used to pay for a newcomer support paraprofessional who would provide explicit English language instruction to emergent bilingual students with less than 3 years in US schools.

## Personnel for Schulze Elementary School

Name	Position	FTE
Crystal Torres	Newcomer Support Paraprofessional	1

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# Title I Summary

# Title I

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

### 1.1 Description of CNA Process

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

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

### 1.2 Location for Evidence of Multiple Meetings Held

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

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

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

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

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

The development of the Schulze 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)

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

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

Members included:

### 1. Campus Leadership Team

- Principal- Rosseven Nava
- Assistant Principal(s)- Liliana Villado
- Instructional Coaches- Ludivina Navarro
- Counselor(s): Alexxy Lopez, Alicia Rowland

### 2. Grade-Level Teachers

- Representatives from each grade level
  - Pre-K: Lizandra Olivo
  - Kinder: Sophia Turco
  - 1st Grade: Stephanie Retana
  - 2nd Grade: Sandra Sanchez
  - 3rd Grade: Arelen AGuilar
  - 4th Grade: Normali Cruz
  - 5th Grade: Jaime Parra
- Special education teachers: Jacklyn Hunter

### 3. Support Staff

- Librarian: Falissha Esslinger
- Interventionists: Cindy Pina, Lizmar Rojas

### CNA Notes:

Prek-Lizandra Olivo

Strengths: Minimal behaviors, good communication between prek teachers, professionalism, high sense of responsibility, good chemistry, very good communication, skills on the team, classroom management

Opportunities: In the circle assessment we found that it is not aligned with our expectations for our curriculum

since they set aside time for the kids, to say letters, not all the letters are included. We are supposed to expose them to rhymes, but the test evaluates them, it does have everything we need to use as data to guide our instruction and small groups, campus communication, in the dismiss when have to stay after 3:30 because parents don't come to pick u pat the required time, late arrival of students and grade level staff, remove one of ours para professionals for one hour every day, we need more help from admin when there are behavior problems.

Kindergarten- Sophia Turco

Strengths/Opportunities Notes

Strengths: Spirit weeks are lots of fun, kids understand their routines, parent center assistance, supplies and copies, snacks during staff meetings, counselor Rowland comes every two weeks for guidance lessons, free coffee Fridays, bus trackers, morning video and announcements, massage chair, AP involvement, snacks during staff meetings.

Opportunities: better and timely communication within the school, more committee involvement, student and parent accountability, seeing school wide student expectations (bubble in your mouth, no running in the hallways, less kids in the gym, 100 kinder students in PE Is too much. (exam, put a para in when the art or music teacher is out). Cafeteria dismissal, no one with brown tags prior to 3:10 (they run, fight, and push each other around)Daycare kids run around, playing and scream while their is no YMCA teacher there yet, upper grade siblings not following the cafe expectations (car riders)kinder teachers have to be in charge of siblings not following the cafeteria expectations (car riders) Kinder teachers have to be in charge of siblings, who will walk around, play with toys and not listen to our instructions.

First-Stephanie Retana

Strengths/Opportunities Notes

Strengths: support and immediate action with behavior problems

Student involvement morning/ announcements safety patrol, announcing birthdays

Opportunities: communication about status of sped referrals; tightening up dismissal, meet with committees

Second-Sandra Sanchez

Strengths/Opportunities Notes

Strengths: Behavior data, input, organizations, positive attitudes, team culture, observation feedback, supporting one another, collaborations

Opportunities: Communications

Third-Arlene Aguilar

Strengths: High attendance, minimal behavior, punctuality, collaboration, professionalism, high sense of responsibility, classroom management

Opportunities: using data to inform instruction, enhance MTSS, ILT Model instruction, campus communication, more time to collaborate as a team

Fourth-Normali Cruz

Strength: collaboration, counseling program, parent center, attendance blue ticket, behavior dream big/

Opportunities: music talent show, choir concert, art students art exhibition, library students reading challenge, rewards for challenge completed, behavior, admin support with consequences, consistency with rewards in

store, students hall of fame (monthly) by character trait, RTI -Consistency in RTI support (not always available) new comer-consistency with the resources assigned, PLC trust in teachers expertise, time to plan: RTI small groups, tutoring, lesson plan

Fifth-Jaime Parra

Strengths: Collaboration, behavior tracking sheet, collaboration with content team, data talks, adjusting packing

Opportunities: Consistency with behaviors, celebrations, RTI plan, structured lesson/guidelines to follow as a campus.

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

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

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

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

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

In addition, the CIP aligns with:

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

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

### 3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Schulze 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

<b>Name</b>	<b>Position</b>	<b>Program</b>	<b>FTE</b>
Cindy Pina	Intervention Specialist	Reading	1
Lizmar Rojas	Intervention Specialist	Math	1
Maria Pedraza	Parent Liaison	Parent and Family Engagement	1



# Funding Summary

# Funding Summary

## 199 - General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1		--	\$0.00
1	5	2		--	\$0.00
1	6	2		--	\$0.00
2	1	3		--	\$0.00
2	1	4		--	\$0.00
3	2	1		--	\$0.00
3	3	1		--	\$0.00
<b>Sub-Total</b>					\$0.00

## 211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2		--	\$0.00
1	2	1		--	\$0.00
1	2	2		--	\$0.00
1	2	3		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
1	3	3		--	\$0.00
1	4	1		--	\$0.00
1	4	2		--	\$0.00
1	5	1		--	\$0.00
1	5	2		--	\$0.00
1	5	3		--	\$0.00
1	5	4		--	\$0.00

1	6	1	--	\$0.00
1	6	3	--	\$0.00
1	7	1	--	\$0.00
1	8	1	--	\$0.00
1	9	1	--	\$0.00
1	10	1	--	\$0.00
1	11	1	--	\$0.00
1	12	1	--	\$0.00
1	13	1	--	\$0.00
1	14	1	--	\$0.00
1	15	1	--	\$0.00
2	1	1	--	\$0.00
2	1	1	--	\$0.00
2	1	2	--	\$0.00
2	1	4	--	\$0.00
2	2	1	--	\$0.00
3	1	1	--	\$0.00
3	1	2	--	\$0.00
<b>Sub-Total</b>				\$0.00



# **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

