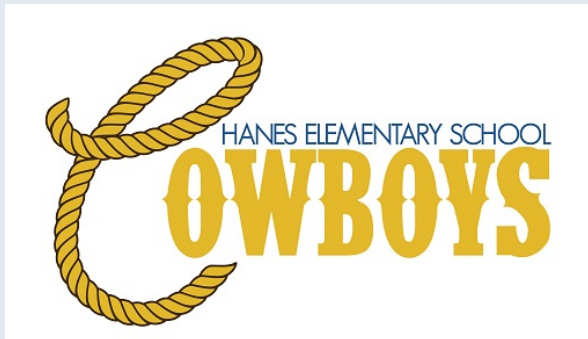


Irving Independent School District



Hanes Elementary School

Accountability Rating: D

2025-2026 Campus Improvement Plan

Mission Statement

At Hanes Elementary, we are committed to growing hearts and minds to build confident, compassionate leaders.

Vision

Empowering every student and educator to lead with heart, think with purpose, and grow with confidence to positively impact the world.

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Comprehensive Needs Assessment

Demographics

Summary

W.T. Hanes Elementary is a Pre-K through fifth grade campus that currently houses 623 students. It is located at 2730 Cheyenne in northwest Irving. The school opened in 1969 and was named after William Trapper Hanes who served as IISD superintendent from 1956-1969. The Hispanic population makes up 72.2% of the campus demographics followed by African American at 16.6%. Economically Disadvantaged students make up 89.7% of our student population. About 60% of our students are LEP and 71.16% are At-Risk. Hanes Elementary has retained over 80% of their teachers from the previous year and 36% of them have more than five years of experience. The campus leadership consists of one principal and two assistant principals.

We have community members that attend our campus improvement committee meetings. They range from parents to business owners to community members of a nearby church. They contribute their time to offer ideas and also assist with donations made to our campus to support our students.

Mobility Rate:

21-22: 19.42% (107)
22-23: 26.4% (156)
23-24: 22.5%
24-25: 25.08% (District: 16.23%)

Discipline

21-22: 56 referrals
22-23: 45 referrals
23-24: 183 referrals
24-25:

Strengths

In 24-25, we continued targeting the social-emotional needs of our students. We believe doing this assists in improving student academic growth through building positive relationships, creating a safe environment for learning, and opens the door for more constructive conversations. Teachers were trained in Irving Learning Environment Practices and are implementing them in their classrooms to create a positive environment conducive for learning. We also use the Positive Behavior Interventions and Supports framework to encourage students to be T (trustworthy) R (respectful) U (show unity) E (have excellence) Cowboys/Cowgirls. Students are recognized for showing these qualities. This is a campus-wide initiative.

Our parent liaison and PTO work hard to reach out to our families. They encourage parents to volunteer and communicate with organizations to sponsor our campus to assist with the needs of our families through donations.

We have a GT program that allows students to excel academically through more rigorous activities/projects. PK-5th grades have a dual-language one-way immersion program for our EB students.

Our physical education teachers host an indoor soccer tournament yearly for our students. Soccer is a popular sport nation-wide, so hosting an event such as this helps unify our students that come from diverse backgrounds. This year we will be hosting an Winter Olympic Math/Science Night and a Valentine's Reading Night to utilize the popularity of the holiday and world wide sporting event to motivate academic learning in these two content areas.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	From the 101 students with 10 absences or more, 26 of those absences came from first grade and 21 came from third grade. These were the highest compared to other grade levels.	Our campus struggled with maintaining consistent communication, expectations and follow-up with families about the importance of attendance and its impact on academics and social emotional development.
2	We had 183 behavior referrals in 23-24. African American students represent 17.4% of our demographics but represented 29.5% of the referrals. Students of two or more races represent 1.9% of our demographics but represented 4% of the referrals.	Our campus-wide systems and procedures for Social and Emotional Learning and interventions for tier 2 and tier 3 behaviors were inconsistent.

 = Priority

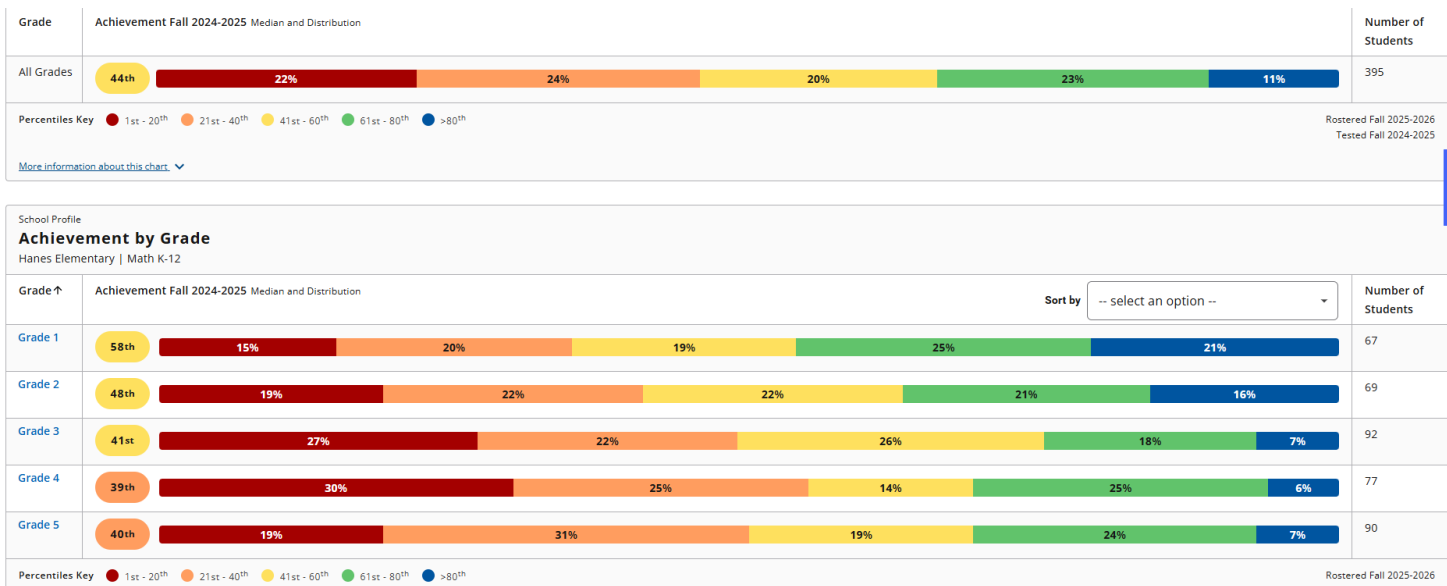
Student Learning

Summary

MAP Math (K-5)

Based on the end-of-year MAP Math results, 14.6% of all students tested in Grades 3-5 were projected to Meet or Exceed grade level expectations on the STAAR test in Spring 2025. Our campus was focused on ensuring that this percentage drastically increased this year. Systems have been put in place to make sure classroom teachers are providing targeted, intensive interventions (using the district's "Progression of Intervention" program materials) to Tier 3 math students in order to fill their conceptual gaps. MAP Graph 1 illustrates the large number of Hanes students with significant gaps in their foundational math knowledge. In all grades (except for Kindergarten), the **largest** percentage of students are falling within the **lowest** MAP quintile (scoring within the 1st-20th percentile range). MAP Graph 2 illustrates that, if interventions are not put in place, 82% of 5th graders, 89% of 4th graders, and 86% of 3rd graders are not likely to meet grade level expectations on the Math STAAR test in Spring of 2024. Third & Fourth grade are the grade level that will need the highest level of support to ensure that Tier 3 students make progress towards their goals. Special Education students will be closely monitored this year to ensure they meet their MAP growth projections at middle and end-of-year. The campus already has Special education students projected to score at the Approaches level on STAAR at each grade level (2nd-5th).

MAP Graph 1: Grades K-5 Math Achievement by Percentile

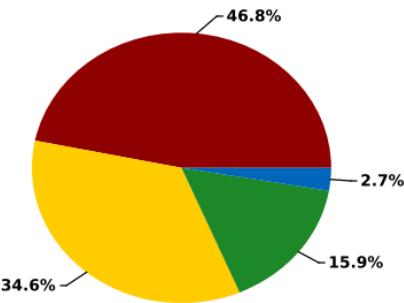


MAP Graph 2: Grades 2-5 STAAR Math Projections based on beginning-of-year data

Projected to: STAAR taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

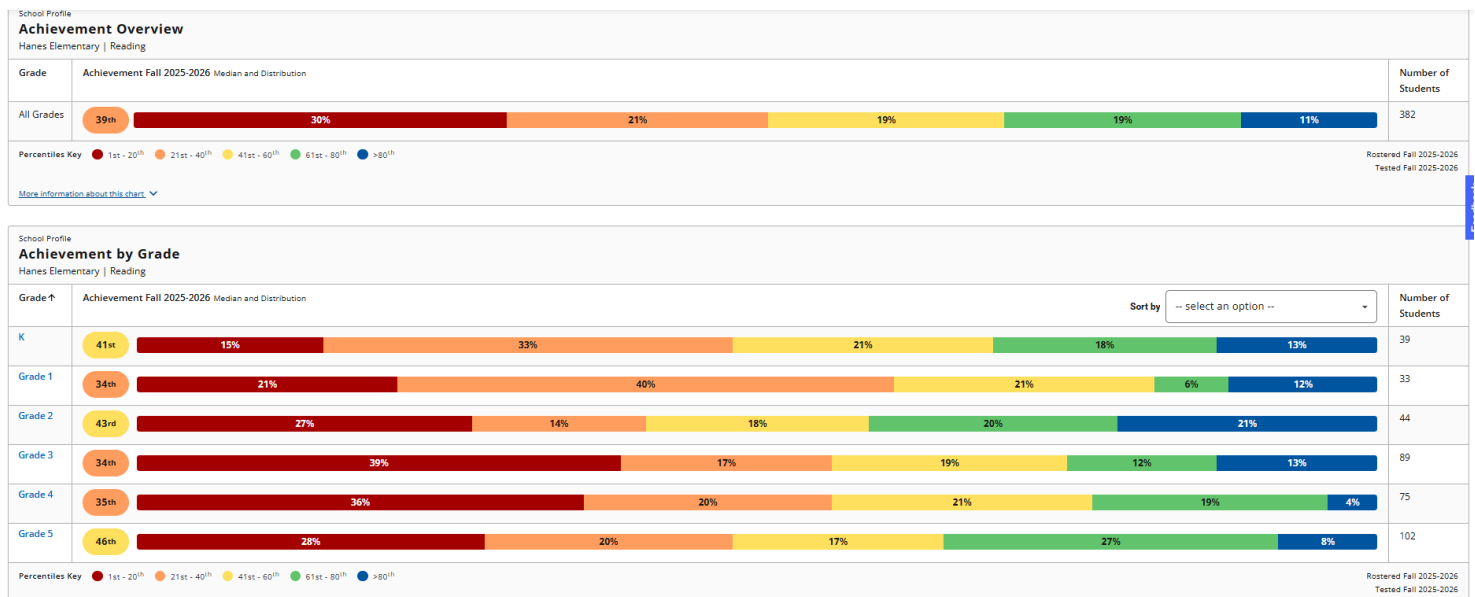
Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	103	47	45.6%	42	40.8%	14	13.6%	0	0.0%
3	90	47	52.2%	27	30.0%	13	14.4%	3	3.3%
4	111	53	47.7%	36	32.4%	21	18.9%	1	0.9%
5	98	41	41.8%	34	34.7%	16	16.3%	7	7.1%
Total	402	188	46.8%	139	34.6%	64	15.9%	11	2.7%



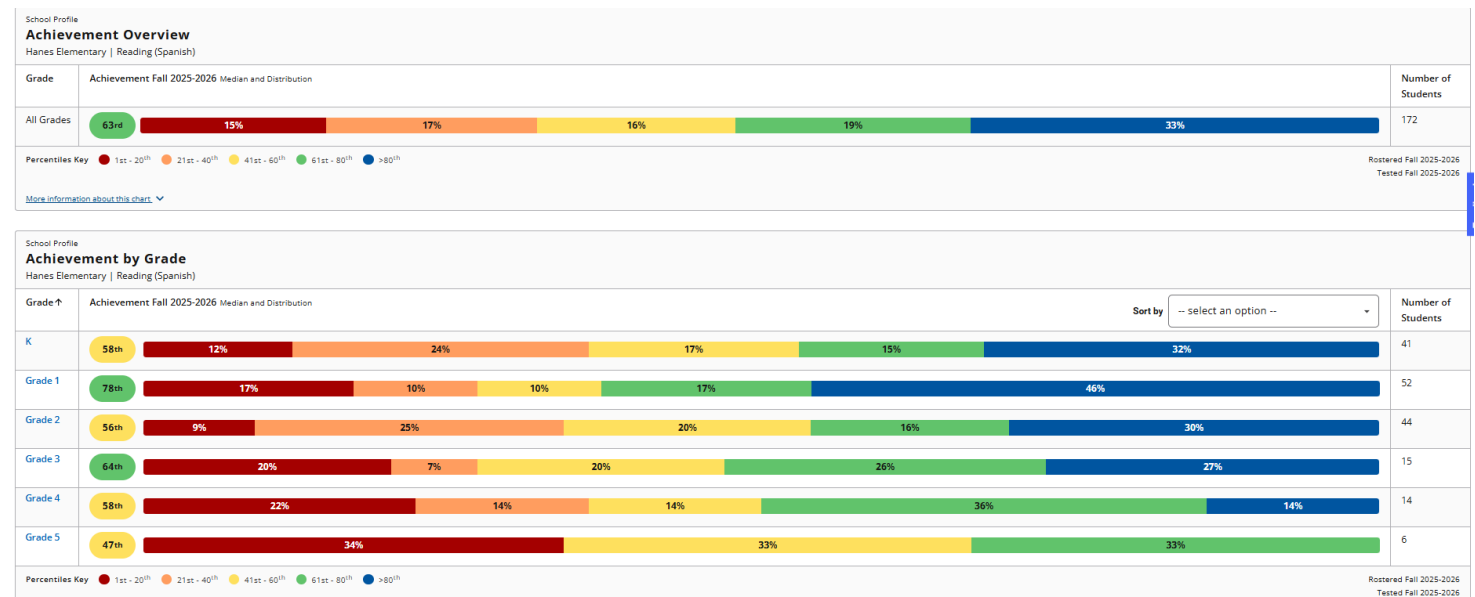
MAP Reading (3-5)

Based on the beginning-of-year MAP Reading results, **19%** of all students testing in English and **26%** of all students testing in Spanish in Grades 3-5 are projected to Meet or Exceed grade level expectations on the STAAR Reading test in Spring 2026 (see MAP Graph 4). For grades 3-5, the **largest** percentage of student scores falls within the **lowest** MAP quintile (the 1st-20th percentile range) for both English & Spanish as shown on MAP Graph 3. For Grades 3 & 4, the percentage of students in the lowest MAP quintile for reading is higher than the percentage in the lowest quintile for math. Our students' ability to comprehend grade-level texts has been negatively effected by their lack of foundational phonics skills and oral language development. MAP Graph 4 illustrates that 48% of 5th graders, 56% of 4th graders, and 56% of 3rd grade students are projected to not likely meet grade level expectations on the Reading STAAR test (English) in Spring 2026 without frequent targeted interventions being put in place. The projections for Spanish testers: 67% (5th), 36% (4th), and 27% (3rd) of students are not likely to meet grade level expectations on the Spanish Reading STAAR test. Special Education students will be closely monitored this year to ensure they meet their MAP growth projections at middle and end-of-year.

MAP Graph 3: Grades 3-5 Reading Achievement by Percentile (English)



Grades 3-5 Reading Achievement by Percentile (Spanish)



MAP Graph 4: Grades 3-5 STAAR Readingg Projections based on beginning-of-year data (English & Spanish)

Projected to: STAAR taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

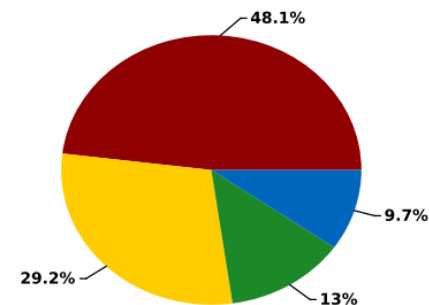
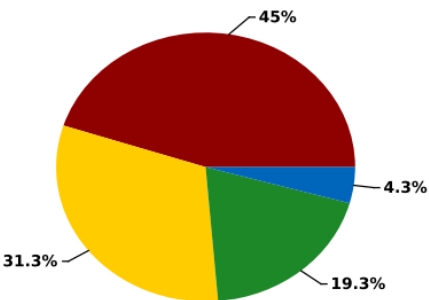
Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
3	90	45	50.0%	23	25.6%	17	18.9%	5	5.6%
4	112	42	37.5%	45	40.2%	18	16.1%	7	6.2%
5	97	48	49.5%	25	25.8%	23	23.7%	1	1.0%
Total	300	135	45.0%	94	31.3%	58	19.3%	13	4.3%

Hanes Elementary

Projected to: State of Texas Assessments of Academic Readiness (STAAR) Spanish taken in spring.

View Linking Study: <https://www.nwea.org/state-solutions/texas/>

Grade	Student Count	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	51	34	66.7%	15	29.4%	0	0.0%	2	3.9%
4	45	22	48.9%	12	26.7%	7	15.6%	4	8.9%
5	58	18	31.0%	18	31.0%	13	22.4%	9	15.5%
Total	154	74	48.1%	45	29.2%	20	13.0%	15	9.7%



Strengths

Student learning strengths at Hanes include the following:

- In the area of Mathematics, Third grade has the largest percentage of students (compared to the other grade levels on campus) who scored at the 80th percentile or higher on their beginning-of-year MAP assessment: 15%
- Instructional strength areas in Math varies by grade level, although Spanish speakers all took BOY in English; s
 - Computations & Algebraic Relationships (Kindergarten & 1st Grade)
 - Numerical Representations & Relationships (2nd & 4th Grade)
 - Geometry & Measurement (3rd Grade)
 - Data Analysis & Monetary Transactions (5th Grade)
- In the area of Reading, 2nd grade has the largest percentage of students (compared to the other grade levels assessed) who scored at the 80th percentile or higher on their beginning-of-year MAP assessment: 21%. 46% of 1st grade students who took the Spanish Reading MAP assessment scored in the 80th percentile or higher.
- Instructional strength areas in Reading include:
 - Author's Purpose & Craft (3rd & 4th Grade for both English & Spanish)
 - Foundational Language Skills: Vocabulary (5th grade English)
- In the area of Reading, 35% of Hanes Kindergarteners are performing above benchmark according to the mClass DIBELS (English) assessment and 33% are performing above benchmark on the mClass Lectura (Spanish) assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ MOY 5th Grade math data shows that 48.4% of students did not meet projected proficiency levels for STAAR.	We had a staffing change in October. Teachers struggled with engagement and rigor. DOL data did not reflect student mastery of TEKS.
2 EOY First Grade MAP data shows that only 38% of students met or exceeded their growth goal.	Teachers were not providing effective tier 1 instruction and utilizing MTSS processes to tier students who needed interventions.
3 ★ Out of 328 3-5th grade students who took the reading STAAR test in 2025, 60% reached the approaches proficiency level.	Teachers struggled with the implementation of constructed response strategies. Some teachers did not follow the DDI protocol.
4 ★ Out of 328 3-5th grade students who took the math STAAR test in 2024, 55% reached the approaches proficiency level.	Teachers struggled with the implementation of STAAR new item types. Students still lack basic math skills and fluency.
5 Of 279 students in grades 2-5, 33% scored at the beginning level for the speaking domain on the TELPAS assessment.	Students did not have consistent opportunities to develop oral language skills throughout the school year.
6 ★ Our parents do not perceive that our campus is working to partner with them and safeguard the well being of our Hanes community.	There is a lack of consistent, positive communication with families campus-wide to build trust and create inclusivity.

7

Our students receiving education services lag behind in achievement and growth.

These students have limited access to high quality Tier 1 instruction.

★ = Priority

School Processes & Programs

Summary

Hanes Elementary implements a whole child response to classroom management and focuses on developing positive relationships with students through the use of RISE and Positive Behavioral Intervention and Supports. Teachers dedicate time in the morning towards social emotional learning through these frameworks but also incorporate strategies and techniques throughout the day to help reduce classroom management issues.

Hanes Elementary counselors provide a comprehensive guidance program that supports our students' academic and social emotional well-being. They also provide students and staff with Mindful Mondays.

The campus big rocks are focused on using data to drive quality tier one instruction, utilizing high quality instructional materials, and providing effective small group instruction/intervention supports. Every Thursday, teachers attend Data Driven Instruction meetings. Every Monday, teachers attend content collaboration meetings. Teachers collaborate within both these sessions to assess data, create intervention groups, reflect on what is working/not working for the weeks' lesson plans, and modify/adjust plans as needed. The master schedule includes daily, thirty minute Closing Learning Gaps (CLG) sessions for MTSS intervention. Lesson plans are created collaboratively by grade level content area. Lesson plans focus on four necessary components as outlined by the district: TEKS essential standards, lesson objectives, demonstration of learning, and differentiation/accommodation/modification plans to address the individual needs of learners. Technology integration through the use of computer apps/programs are utilized during station work as a means to help meet student needs through differentiation and/or provide an extension to learning.

This school year, we are continuing our campus-wide attendance initiative that we began in the spring of 22-23. We are currently at a 96.8%.

Families are communicated with through a variety of tools such as Class Dojo, the Hanes Parent Newsletter, the social media app "X" (formerly Twitter), campus/district text messaging, and most recently- Kininvolved. We also host parent-teacher conferences.

All of these programs, processes, and systems help support our mission of fostering a safe and stimulating environment as well as our vision of building a community that is focused on positive, student centered learning experiences that engage and equip our scholars to be resilient citizens.

Strengths

Hanes Elementary was recognized with the Rising Star Award at the end of the 22-23 school year for using Capturing Kids' Hearts. By continuing to utilize this framework, we help support students' social-emotional well-being.

We have a PBIS program called the T.R.U.E. Cowboy. This initiative encourages students to show their qualities of Trustworthiness, Respect, Unity, and Excellence every day. This program encourages restorative conversations and helps to motivate students to interact positively with one another.

We have begun our campus-wide attendance initiative

Our PLTs align with this school year's big rocks, and are focused on student growth through data driven instruction, quality tier one instruction, the use of high quality instructional materials, and quality small group intervention/supports.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 The MTSS process is not being implemented consistently between all grade level teams.	Lack of consistency with district level expectations led to campus level lack of clarity. There are campus-wide misconceptions with protocols. Teachers do not have buy-in on the MTSS process.
2 ★ There were 21 referrals in 2025.	Teachers lacked clarity with identifying tier 2 and tier 3 behaviors and using the appropriate documentation process.

★ = Priority

Perceptions

Summary

Attendance

For the 23-24 school year, Hanes students had a total of 8,141 absences. The following trends are evident in our attendance data-

- Our PK, Kinder and 1st grade students had the highest rates of absences (90.7%, 91.0%, and 92.1% respectively). These absences directly affect achievement in the upper grades because students' foundational skills in reading and math are negatively impacted. These absences create long-term gaps that must be closed through learning acceleration.
- Our students receiving special education services have a lower percentage for attendance at 92.0%.
- Our economically disadvantaged students also have a lower percentage for attendance at 92.7%.
- Hispanic and African American students continue to have a higher percentage rate of absences when compared to other racial groups.
- With a mobility rate of about 19.42%, student attendance is affected as family move within and without our school district.

Culture/Climate Perceptions

Based on the results of the 2023 Climate Survey Campus Report, overall perception of the identified district core values and reflective and collaborative practices is positive. We have work to do in the following areas-

- Teacher perceptions of how well our campus creates an ambitious teaching and learning environment.
- Parent perceptions of how well we safeguard the well-being of our community.
- Staff perceptions of how well we model accountability for all.
- Staff, teacher and campus leader perceptions of how well we foster a culture of collaboration.

↑ |

Overall Favorability By Participant Role

Overall Favorability ↑	Student	Parent	Staff	Teacher	Campus Leader
CV 1 Accountability	75	81	65	67	62
CV 2 Ambition	83	82	87	52	70
CV 3 Empathy	69	76	77	71	73
CV 4 Integrity	76	74	80	76	75
CV 5 Safeguard	66	68	72	77	74
RCP 1 Culture of collaboration	-	67	65	67	62
RCP 2 Data drives instruction	-	-	-	78	70
RCP 3 Site-based decision making	-	-	-	-	69

Stakeholder Engagement

Stakeholder Engagement centers on the Campus Improvement Committee meetings, held four times per year. Teachers, staff, parents, and community members are welcomed for these meetings, and campus concerns are addressed, along with soliciting community support for campus needs.

Parent/Community Participation

Parent/Community Participation is measured through the Parent Liaison. As part of the Liaison's work with the campus, she works alongside parents and community members to build positive relationships and provide support for parents. She holds events with the counselors as well as with All Pro Dads. Parent/Community participation is measured by the number of attendees. Additionally, parent volunteers are welcome on campus after completing necessary applications/background checks. Potential barriers to parent/ community participation include language, perception of education, lack of trust, and lack of access.

Strengths

Overall positive perceptions of identified Core Values and Reflective and Collaborative Practices.

Our school and community involvement through our parent liaison program is positive.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	Our parents do not perceive that our campus is working to partner with them and safeguard the well being of our Hanes community.	There is a lack of consistent, positive communication with families campus-wide to build trust and create inclusivity.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Out of 328 3-5th grade students who took the math STAAR test in 2024, 55% reached the approaches proficiency level.

Teachers struggled with the implementation of STAAR new item types. Students still lack basic math skills and fluency.

2
★

Out of 328 3-5th grade students who took the reading STAAR test in 2025, 60% reached the approaches proficiency level.

Teachers struggled with the implementation of constructed response strategies. Some teachers did not follow the DDI protocol.

3
★

MOY 5th Grade math data shows that 48.4% of students did not meet projected proficiency levels for STAAR.

We had a staffing change in October. Teachers struggled with engagement and rigor. DOL data did not reflect student mastery of TEKS.

4
★

There were 21 referrals in 2025.

Teachers lacked clarity with identifying tier 2 and tier 3 behaviors and using the appropriate documentation process.

5
★

Our parents do not perceive that our campus is working to partner with them and safeguard the well being of our Hanes community.

There is a lack of consistent, positive communication with families campus-wide to build trust and create inclusivity.

★ = 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
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Gifted and talented data
- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

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



Goals

Goal 1

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

Performance Objective 1 HB3 Goal

Increase the percentage of PK students who are Proficient on all 5 (English) Circle indicators by at least 1% by May 2026. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills).

Evaluation Data Source: Circle Indicators

Strategy 1

PREK teachers and PREK Aides will work with small group of students daily.

Strategy's Expected Result/Impact: Increase proficient scores on all indicators

Staff Responsible for Monitoring: PREK teachers and Admin

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 2

Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 1% by May 2026. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

Evaluation Data Source: Circle Indicators

Strategy 1

PREK teachers and PREK Aides will work with small group of students daily.

Strategy's Expected Result/Impact: Increase proficient scores on all indicators

Staff Responsible for Monitoring: PreK teachers and admin

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 3

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 89% to 92% by May 2026.

Evaluation Data Source: Circle Indicators

Strategy 1

PREK teachers and PREK Aides will work with small group of students daily.

Strategy's Expected Result/Impact: Data will show student growth in phonological awareness.

Staff Responsible for Monitoring: PreK teachers and admin

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

February

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July

Performance Objective 4

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 93% to 95% by May 2026.

Evaluation Data Source: Circle Indicators

Strategy 1

PREK teachers and PREK Aides will work with small group of students daily.

Strategy's Expected Result/Impact: Data will show student growth in phonological awareness.

Staff Responsible for Monitoring: PreK teachers and admin

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 5 High Priority

Increase the percentage of 3-5 grade students scoring at MEETS or ABOVE on STAAR Reading from 34% to 40% by May 2026. Increase the percentage of Special Education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program other) scoring at MEETS or ABOVE on STAAR Reading from 7% to 10% by May 2026.

Evaluation Data Source: STAAR data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Provide all teachers professional development on district curriculum instruction and planning.

Strategy's Expected Result/Impact: Effective targeted instruction taking place in small groups to increase reading levels.

Staff Responsible for Monitoring: admin/teachers/academic specialist

Funding Sources: HQIM 211 - Title I-A, \$4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

February

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July

Strategy 2

Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: admin/teachers/academic specialist

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

November

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July

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Out of 328 3-5th grade students who took the reading STAAR test in 2025, 60% reached the approaches proficiency level.

Teachers struggled with the implementation of constructed response strategies. Some teachers did not follow the DDI protocol.

Performance Objective 6 High Priority

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 36% to 45% by May 2026.

Increase the percentage of special education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 10% to 20%% by May 2026.

Evaluation Data Source: MAP data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Provide all teachers professional development on district curriculum instruction and planning.

Strategy's Expected Result/Impact: Effective targeted instruction taking place in small groups to increase reading levels.

Staff Responsible for Monitoring: admin/teachers/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

February

April

July

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: admin/teachers/academic specialist

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

NovemberFebruaryAprilJuly

Performance Objective 7  **High Priority**

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 32% to 40% by May 2026.

Increase the percentage of Special Education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at MEETS or Above on STAAR math from 11% to 15% by May 2026.

Evaluation Data Source: STAAR

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

Provide every grade level, including Special Education teachers and paraprofessionals, time to discuss low TEKS from previous year's STAAR results, scope and sequence for the upcoming six weeks, specific instructional strategies to support students, and student assessment results (common assessments, running records, MAP, and Benchmarks).

Strategy's Expected Result/Impact: Teachers understanding of specific student needs and using that data to target individual student groups.

Staff Responsible for Monitoring: admin/academic specialist/teachers/interventionists

Problem Statements: Student Learning 1, 4

Funding Sources: Manipulatives, HQIM 211 - Title I-A, \$4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

NovemberFebruaryAprilJuly

Strategy 2

K-5 Teachers will utilize district provided curriculum and high quality instructional materials with

fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: admin/academic specialist/teachers/interventionists

Problem Statements: Student Learning 4

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

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

November

February

April

July

Strategy 3 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

Hire a math interventionist to assist with student growth and closing learning gaps related to math.

Strategy's Expected Result/Impact: Students will show growth in math assessment data.

Staff Responsible for Monitoring: admin/academic specialist

Funding Sources: Interventionist Salary 211 - Title I-A, \$80,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

April

July

Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

MOY 5th Grade math data shows that 48.4% of students did not meet projected proficiency levels for STAAR.

We had a staffing change in October. Teachers struggled with engagement and rigor. DOL data did not reflect student mastery of TEKS.

4

Out of 328 3-5th grade students who took the math STAAR test in 2024, 55% reached the approaches proficiency level.

Teachers struggled with the implementation of STAAR new item types. Students still lack basic math skills and fluency.

Performance Objective 8 High Priority

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 33% to 40% by May 2026.

*Increase the percentage of special education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 12% to 20% by May 2026."

Evaluation Data Source: MAP Data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Provide every grade level, including Special Education teachers and paraprofessionals, time to discuss low TEKS from previous MAP results and create a plan to close gaps.

Strategy's Expected Result/Impact: Students will show growth steadily throughout the school year in MAP. Students will show growth in low TEKS standards as well.

Staff Responsible for Monitoring: teachers/admin/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

February

April

July

Strategy 2

K-5 Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: teachers/admin/academic specialist

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

November

February

April

July

Performance Objective 9 High Priority

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Math MAP 41st percentile or higher in English Growth from 51% to 63% by May 2025.

Evaluation Data Source: MAP Math

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Provide every grade level, including Special Education teachers and paraprofessionals, time to discuss low TEKS from previous MAP results and create a plan to close gaps.

Strategy's Expected Result/Impact: Students will show growth steadily throughout the school year in MAP. Students will show growth in low TEKS standards as well.

Staff Responsible for Monitoring: teachers/admin/academic specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

February

April

July

Strategy 2

K-5 Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: teachers/admin/academic specialist

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

Performance Objective 10 High Priority

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP 41st percentile or higher in English from 50% to 65% by May 2026.

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP 41st percentile or higher in Spanish from 68% to 77% by May 2026.

Evaluation Data Source: NWEA MOY & EOY

Strategy 1

Provide every grade level, including Special Education teachers and paraprofessionals, time to discuss low TEKS from previous MAP results and create a plan to close gaps.

Strategy's Expected Result/Impact: Students will show growth steadily throughout the school year in MAP. Students will show growth in low TEKS standards as well.

Staff Responsible for Monitoring: Academic Specialist/admin/SPED teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress

November

February

April

July

Strategy 2

K-2 Math Teachers will utilize district provided curriculum and high quality instructional materials with fidelity.

Strategy's Expected Result/Impact: Students will receive consistent instruction that is rigorous and aligned to district/state standards.

Staff Responsible for Monitoring: Teachers/admin/Interventionist

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

November

February

April

July

Goal 2

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

Performance Objective 1 High Priority

Decrease the number and percentage of students who are chronically absent from 3.6% to 2.6% by May 2026.

Decrease the number and percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 3% to 2% May 2026.

Evaluation Data Source: Admin

Strategy 1

Counselors target students who have highest % of absences with daily checkins

Strategy's Expected Result/Impact: Students are rewarded if they attend school.

Staff Responsible for Monitoring: Counselors/admin

Funding Sources: Prizes for rewarding attendance 199 - General Funds, \$200

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

July

Strategy 2 Additional Targeted Support Strategy

Positively promote classroom perfect attendance by announcing classrooms who have perfect attendance. Classrooms fill in perfect attendance posters to win prizes.

Strategy's Expected Result/Impact: Students attend school for the chance to win prizes and their class being named on announcements.

Staff Responsible for Monitoring: Administrators

Funding Sources: 211 - Title I-A, \$1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

July

Strategy 3 ☒ Targeted Support Strategy

Conference with families who are chronically absent. Explain attendance policy.

Strategy's Expected Result/Impact: Improve attendance of students who are chronically absent.

Staff Responsible for Monitoring: Admin/Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

February

April

July

Performance Objective 2

Decrease the percentage of in and out of school suspensions for (add race/gender/programs) students that are disproportionally referred for disciplinary action from from 3% to 2% by May 2026.

Decrease the number of discretionary referrals for African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 2.4% to 2% by May 2026.

Evaluation Data Source: Counselor reports. Master Schedule - SEL embedded.

Strategy 1

Counselors provide weekly emails to staff "Mindful Mondays".

Strategy's Expected Result/Impact: Mindful Mondays provide lessons for staff and students

Staff Responsible for Monitoring: Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

July

Strategy 2

Provide a positive school environment by continuously offering SEL opportunities to staff and restorative practices for students.

Strategy's Expected Result/Impact: Create a positive school environment to help retain highly qualified teachers and staff.

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There were 21 referrals in 2025.	Teachers lacked clarity with identifying tier 2 and tier 3 behaviors and using the appropriate documentation process.

Goal 3

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

Performance Objective 1

 High Priority

In 2025-2026, Hanes Elementary will increase volunteers from 7 to 15 by 2026.

Evaluation Data Source: Parent Liaison/Parent Hours clocked in Raptor

Strategy 1

Encourage participation in our parent-involvement organizations such as Pro-Dads and PTO as well as through parent liaison coordinated events. Use a variety of communication methods such as monthly parent newsletter, SeeSaw, Class Dojo and Kinvolvd.

Strategy's Expected Result/Impact: Increase the number of parent volunteers on our campus monthly.

Staff Responsible for Monitoring: Parent Liaison/PTO Committee/admin

Funding Sources: 211 - Title I-A, \$200

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress

November

February

April

July

Strategy 2

Actively recruit volunteers by making phone calls to parent as well as inviting them when they visit campus.

Strategy's Expected Result/Impact: Increase the number of parent volunteers

Staff Responsible for Monitoring: Parent Liaison/admin

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

February

April

July

Performance Objective 2 High Priority

In 2025-2026, Hanes Elementary will offer parents training and informational sessions every six weeks.

Evaluation Data Source: Parent Liaison/Parent Hours on sign in sheets for each session

Strategy 1

The parent liaison will provide parents with information on how volunteering can positively impact their child's success.

Strategy's Expected Result/Impact: Parent volunteers on campus during school hours will increase.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Student Learning 6 - Perceptions 1

Funding Sources: 211 - Title I-A, \$500

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

July

Strategy 2

Parents will be able to attend lunch with student on designated dates. Parent Liaison will personally invite parents to spend time before or after lunch volunteering in parent center.

Strategy's Expected Result/Impact: Increase parent volunteer hours

Staff Responsible for Monitoring: Parent Liaison/admin

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

July

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

Our parents do not perceive that our campus is working to partner with them and safeguard the well being of our Hanes community.

There is a lack of consistent, positive communication with families campus-wide to build trust and create inclusivity.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our parents do not perceive that our campus is working to partner with them and safeguard the well being of our Hanes community.

There is a lack of consistent, positive communication with families campus-wide to build trust and create inclusivity.

Performance Objective 3 High Priority

In 2025-2026, Hanes Elementary will host a minimum of 2 Pro-Dad and PTO meetings per semester.

Evaluation Data Source: Meeting agendas

Strategy 1

Pro-Dad and PTO will promote meetings through signs on campus, campus newsletter, Kinvolvd and ClassDojo.

Strategy's Expected Result/Impact: Parents will attend Pro-Dad and PTO meetings.

Staff Responsible for Monitoring: Pro-Dad captain/PTO committee/admin

Problem Statements: Student Learning 6 - Perceptions 1

Funding Sources: 211 - Title I-A, \$500

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

July

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

Our parents do not perceive that our campus is working to partner with them and safeguard the well being of our Hanes community.

There is a lack of consistent, positive communication with families campus-wide to build trust and create inclusivity.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our parents do not perceive that our campus is working to partner with them and safeguard the well being of our Hanes community.

There is a lack of consistent, positive communication with families campus-wide to build trust and create inclusivity.



State Compensatory Education

State Compensatory

Budget for Hanes Elementary School

Total SCE Funds: \$34,450.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Resources for the classroom are purchased with SCE funds.

Personnel for Hanes Elementary School

Name	Position	FTE
Yesenia Bailon	SCE General Aide	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Anabel Suarez	T-1 General Instructional Aide		1
Jerica Douglas	K-5 Interventionist		1
Jessica O'Neil James	K-5 Interventionist		1
Karen Olide	Parent Liaison		1



Funding Summary

Funding Summary

199 - General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Prizes for rewarding attendance	--	\$200.00
				Sub-Total	\$200.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	HQIM	--	\$4,000.00
1	7	1	Manipulatives, HQIM	--	\$4,000.00
1	7	2		--	\$5,000.00
1	7	3	Interventionist Salary	--	\$80,000.00
2	1	2		--	\$1,000.00
3	1	1		--	\$200.00
3	2	1		--	\$500.00
3	3	1		--	\$500.00
				Sub-Total	\$95,200.00



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

