

Irving Independent School District
Kinkeade Early Childhood School
2025-2026 Campus Improvement Plan



Mission Statement

We guarantee high levels of learning for ALL students to become socially, emotionally, and academically successful while instilling a life-long love of learning.

Vision

Teachers show acceptance for all students and improve and adjust teaching practices through collaboration and data analysis. Teachers reflect, plan, and implement engaging activities and show student growth by creating and implementing common formative assessments.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kinkeade Early Childhood School has a diverse population. Our students must qualify to attend. Students qualify by income, family situation, living situation or if they have a language other than English spoken in the home. All of our students are PK 3 (half day program) & PK 4 (full day program) and Tuition-based (full day PK3 & PK4) students who must be three years old or four years old by September 1 of the enrollment year. The demographics of our school allow us to impact the youngest learners in Irving Independent School District. Our population for the 2025-26 school year of students is distributed as outlined below:

Total Enrollment-287

African American - 8.77%

Hispanic 74.68%

White - 7.14%

American Indian - 3.25%

Asian - 3.57%

Pacific Islander .0%

Two or More Races 2.60%

LEP - 71.76%

Economically Disadvantaged -82.20%

At Risk - 78.25 %

Special Education 14.29%

Demographics Strengths

Stakeholders at Kinkeade include students, staff (teachers, instructional aides, and support staff), parents, and community members (neighbors and local businesses). Staff members, parents, business representatives, and community members are included in the planning process as authentic, valuable, contributing partners to the implementation of the Campus Improvement Plan.

English Learner programs and Special Education programs are a focus at Kinkeade. This aligns with the needs of students, as a growing population of students need special education services. These focuses align with student, family, and community needs, as a large portion of the campus and community are English Language Learners. The teachers and administrators at Kinkeade believe in an inclusive learning environment that supports a diverse group of students in every classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students qualifying for special education services have increased over the past five years and teachers are lacking instructional strategies to effectively meet the needs of the students being served in a general education classroom.

Root Cause: Lack of teacher training in the area of differentiation and special education strategies.

Problem Statement 2: 87.66% of our student population is economically disadvantaged and our educational community is lacking the tools and resources needed to effectively meet the needs of the students being served.

Root Cause: Lack of training in the area of diversity, outreach programs and poverty.

Student Learning

Student Learning Summary

On the 2024-2025 End of Year (EOY) CIRCLE Story Retell and Comprehension assessment, 90% (English) and 90% (Spanish) of PK3 students were on track in language development.

On the 2024-2025 EOY Circle Rapid Vocabulary assessment, 93% (English) and 90% (Spanish) of PK4 students were on track.

On the 2024-2025 Essential Standards, 95% of PK3 students could rote count to 10 and 92% of PK4 students could rote count to 30.

Student Learning Strengths

On the End of Year (EOY) CIRCLE Story Retell and Comprehension assessment, 90% of Spanish PK3 students were on track in language development. This has decreased from the previous year's 92%.

On the EOY Circle Rapid Vocabulary assessment, 84% of English PK4 students and 92% of Spanish were on track.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the 2024-2025 Phonological Awareness Circle Assessment, 78% of English PK4 students and 76% of Spanish PK4 students were on track at the end of the year

Root Cause: Phonological data is not effectively tracked and monitored by teachers each six weeks.

Problem Statement 2: On the 2024-2025 Math Circle Assessment, 85% of English PK4 students were on track at the end of the year compared to 89% at the middle of the year.

Root Cause: RTI time was not effectively utilized by campus educators.

Problem Statement 3: On the 2024-2025 Social Emotional Circle Assessment, 67% of English PK4 students were on track at the end of the year compared to 92% at the beginning of the year.

Root Cause: Staff is not consistent in their ratings of student behaviors.

Problem Statement 4: On the 2024-2025 Essential Standards, 86% of PK4 students identified 20 capital letters in the 6th six weeks.

Root Cause: Educators on campus are still in need intensive training on tiered and differentiation instruction.

Problem Statement 5: On the 2024-2025 Essential Standards, 86% of PK4 students identified 20 lowercase letters in the 6th six weeks.

Root Cause: Educators on campus are still in need of intensive training on tiered and differentiation instruction.

Problem Statement 6: On the 2024-2025 Essential Standards, 78% of PK4 students produced 20 letter sounds in the 6th six weeks.

Root Cause: Educators on campus are still in need of intensive training on tiered and differentiation instruction.

School Processes & Programs

School Processes & Programs Summary

During the 2025-2026 school year, a focused improvement plan was created by instructional leaders based off of the previous year's data and adjusted through discussion with the Leadership Team (Team Leads, Counselor, Academic Specialist, Secretary).

Progress towards intended outcomes has been tracked through weekly Collaborative Team Time when teams follow a Professional Learning Community (PLC) agenda to discuss their data with one another. It is tracked each six weeks through the Essential Standards spreadsheet. The Academic Specialist creates a data board each six weeks, posting it in the room where teams meet to discuss data so student achievement data is always available and in the forefront of teachers' minds.

During the 2025-2026 school year, professional development was planned based off of "The Power of a Positive Team" book study (a need seen in the previous year's climate survey), teacher needs (seen through classroom walkthroughs and TTESS observations), and needs based off of CIRCLE assessments and Essential Standards data.

School Processes & Programs Strengths

All students are given opportunities to meet challenging state academic standards through daily instruction and the implementation of a High Quality PK program. All teachers are highly trained and meet the qualifications of a High Quality PK.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In the 2024-2025 school year, 14.29% of our students received special education services, 44.81% of our students received bilingual services, 9.42% of our students received ESL services, and .97% of our students received 504 services. 13.64% of our students received alternative bilingual services, as our special education teachers are not bilingual certified.

Root Cause: The number of certified special education and bilingual teachers in the state of Texas is extremely low.

Problem Statement 2 (Prioritized): In the 2024-2025 school year, 52.27.61% of special education students were classified as "Speech Impairment". In the 2023-2024 school year, 30.61% of special education students were classified as "Speech Impairment".

Root Cause: Students needing speech services has increased greatly from the previous school year.

Problem Statement 3: In the 2024-2025 school year, 11.36% of special education students were classified as "Autism". In the 2023-2024 school year, 14.29% of special education students were classified as "Autism".

Root Cause: Irving families lack knowledge of Early Childhood Intervention programs provided by the community.

Problem Statement 4: In the 2024-2025 school year, 31.82% of special education students were classified as "Non-categorical Early Childhood". In the 2023-2024 school year, 44.9% of special education students were classified as "Non-categorical Early Childhood".

Root Cause: Irving families lack knowledge of Early Childhood Intervention programs provided by the community.

Perceptions

Perceptions Summary

In the 2024-2025 campus climate survey, community members were largely satisfied with district administrators, campus administrators and teachers.

In 2024-2025, parents offer compliments at arrival and dismissal. Compliments include comments about how safe they feel with the increased security measures; comments about how fun the environment is; and comments about the relationships their children are forming with staff and peers.

Perceptions Strengths

During the 2024-2025 school year, more students showed involvement in campus events and the culture of the school. Students enjoyed coming to school and shared that their school is fun. The current processes and programs in place have helped them find success.

During the 2024-2025 school year, parents offer compliments at arrival and dismissal. Compliments include comments about how safe they feel with our increased security measures; comments about how fun the environment is; and comments about the relationships their children are forming with staff and peers.

The 2024-2025 campus climate revealed that the campus is a positive campus with high morale. PLC processes are in place and running successfully, as agendas have been provided to ensure clarity and administration attends most of these meetings. Staff members have formed great relationships with their peers and have a sense of belonging.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the 2024-2025 Kinkeade remained below the district attendance standard of 97%.

Root Cause: Lack of parent/guardian education regarding the importance of attendance in Pre-Kindergarten. There are no effective consequences for poor attendance in Pre-Kindergarten.

Priority Problem Statements

Problem Statement 1: The number of students qualifying for special education services have increased over the past five years and teachers are lacking instructional strategies to effectively meet the needs of the students being served in a general education classroom.

Root Cause 1: Lack of teacher training in the area of differentiation and special education strategies.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During the 2024-2025 Kinkeade remained below the district attendance standard of 97%.

Root Cause 2: Lack of parent/guardian education regarding the importance of attendance in Pre-Kindergarten. There are no effective consequences for poor attendance in Pre-Kindergarten.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: On the 2024-2025 Phonological Awareness Circle Assessment, 78% of English PK4 students and 76% of Spanish PK4 students were on track at the end of the year

Root Cause 3: Phonological data is not effectively tracked and monitored by teachers each six weeks.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In the 2024-2025 school year, 52.27.61% of special education students were classified as "Speech Impairment". In the 2023-2024 school year, 30.61% of special education students were classified as "Speech Impairment".

Root Cause 4: Students needing speech services has increased greatly from the previous school year.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

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

Goals


Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.






Performance Objective 1: PK3 students at Kinkeade Early Childhood School (English and Spanish combined) will perform at or above 92% on the Circle Assessment in the area of Retelling and Comprehension by May of 2026.

High Priority

HB3 Goal

Evaluation Data Sources: PK3 Circle Assessment

Strategy 1 Details	Reviews			
Strategy 1: Utilizing the Professional Learning Community (PLC) process and skills learned during PK/Early Childhood Education professional learning trainings, teachers will collaborate weekly in Collaborative Team Time to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week. Strategy's Expected Result/Impact: Students will improve their performance in the area of retelling stories and comprehension. Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Professional Development - 199 - General Funds - \$6,600	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will closely monitor students daily in the areas of retelling and comprehension to improve student understanding.</p> <p>Strategy's Expected Result/Impact: Students will improve their performance in the area of retelling stories and comprehension.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July
	 <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: PK3 students at Kinkeade Early Childhood school will perform at or above 88% on the Circle Assessment and/or Essential Standards in the area of ABC Names by May of 2026.

High Priority

Evaluation Data Sources: Circle Assessment
Essential Standards







Strategy 1 Details		Reviews			
Strategy 1: Utilizing the Professional Learning Community (PLC) process and skills learned during PK/Early Childhood Education professional learning trainings, teachers will collaborate weekly in Collaborative Team Time to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week. Strategy's Expected Result/Impact: Students will show growth in their performance in the area ABC names from the BOY to the EOY. Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	July
		<div><div></div></div> Some Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: PK3 students at Kinkeade Early Childhood School (English and Spanish combined) will perform at or above 90% on the Circle Assessment and/or the Essential Standards in the area of numbers by May of 2026.

High Priority

Evaluation Data Sources: Circle Assessment Data
Essential Standards Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate weekly in Professional Learning Communities (PLC's) to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week. Strategy's Expected Result/Impact: Students will improve performance in the areas of numeracy and operations. Staff Responsible for Monitoring: Teachers Academic Specialist Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will closely monitor students daily in the area of number recognition to improve student understanding. Strategy's Expected Result/Impact: Students will improve performance in the areas of number recognition. Staff Responsible for Monitoring: Teachers Academic Specialist Administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: PK3 students at Kinkeade Early Childhood School (English and Spanish combined) will perform at or above 88% in the area of Social Emotional Learning by May 2026.

High Priority
Evaluation Data Sources: Teacher Essential Behavior Data collection

Strategy 1 Details		Reviews			
Strategy 1: Staff members will teach and utilize Conscious Discipline and Capturing Kids Hearts strategies. Strategy's Expected Result/Impact: Students will learn to self-regulate. Staff Responsible for Monitoring: Counselor Teachers Administrators Support Staff		Formative			Summative
		Nov	Feb	Apr	July
		<div><div></div></div> Some Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: PK4 students at Kinkeade Early Childhood School (English and Spanish combined) will perform at or above 90% in the area of Rapid Vocabulary on the CIRCLE assessment by May 2026.

High Priority
HB3 Goal
Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details		Reviews			
Strategy 1: Utilizing the Professional Learning Community (PLC) process and skills learned during PK/Early Childhood Education professional learning trainings, teachers will collaborate weekly in Collaborative Team Time to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week. Strategy's Expected Result/Impact: Students will improve their performance in the area of phonological awareness. Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Feb	Apr	July
		<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 6: PK4 students at Kinkeade Early Childhood School will perform at or above 90% in the areas of Rapid Letter Naming

High Priority
HB3 Goal
Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Utilizing the Professional Learning Community (PLC) process and skills learned during PK/Early Childhood Education professional learning trainings, teachers will collaborate weekly in Collaborative Team Time to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week. Strategy's Expected Result/Impact: Students will improve their performance in the area of rapid vocabulary. Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators	Formative			Summative
	Nov	Feb	Apr	July
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.






Performance Objective 7: PK4 students at Kinkeade Early Childhood School (English and Spanish combined) will perform at or above 90% in the area of Story Retell and Comprehension on the CIRCLE assessment by May 2026.

Comment

High Priority

HB3 Goal

Evaluation Data Sources: Circle Assessment

Strategy 1 Details		Reviews			
Strategy 1: Utilizing the Professional Learning Community (PLC) process and skills learned during PK/Early Childhood Education professional learning trainings, teachers will collaborate weekly in Collaborative Team Time to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week. Strategy's Expected Result/Impact: Students will improve their performance in the area of retelling stories and comprehension. Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	July
		 Some Progress			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 8: PK4 students at Kinkeade Early Childhood School (English and Spanish combined) will perform at or above 90% in the area of Social Emotional Learning by May 2026.

HB3 Goal

Evaluation Data Sources: Teacher Essential Behavior Data collection
Circle Assessment

Strategy 1 Details	Reviews			
Strategy 1: Staff members will teach and utilize Conscious Discipline and Capturing Kids Hearts strategies. Strategy's Expected Result/Impact: Students will learn to self-regulate. Staff Responsible for Monitoring: Counselor Teachers Administrators Support Staff	Formative			Summative
	Nov	Feb	Apr	July
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 9: PK4 students at Kinkeade Early Childhood School (English and Spanish combined) will perform at or above 85% on the Circle Assessment in the area of numbers by May of 2026.

Evaluation Data Sources: Circle Assessment







Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate weekly in Professional Learning Communities (PLC's) to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week. Strategy's Expected Result/Impact: Students will improve performance in the areas of number recognition Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators	Formative			Summative
	Nov	Feb	Apr	July
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 10: Students at Kinkeade Early Childhood School will reach the attendance goal of 93% by May of 2026.

High Priority

Evaluation Data Sources: District Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Perform and maintain parental contact through phone calls, letters and conferences. Conduct parents conferences and meetings for students with excessive absences. Strategy's Expected Result/Impact: Attendance will increase for students with excessive absences. Staff Responsible for Monitoring: Attendance Clerk DP Clerk Administrators Counselors Teachers School Nurse Funding Sources: Attendance Incentives and Awards - 199 - General Funds - \$1,700	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Host special events and activities on traditionally low-absence days (ex. Fall Festival, Winter Pajama Day, Country Critters, Field Day, End of the Year Ceremonies). Strategy's Expected Result/Impact: Increase attendance on traditionally low-absence days (the days before and after a holiday, etc.) Staff Responsible for Monitoring: Teachers Administrators Librarian Counselor Academic Specialist Funding Sources: Materials for Special Events - 199 - General Funds - \$11,215	Formative			Summative
	Nov	Feb	Apr	July
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Kinkeade Early Childhood School will rethink the present design of early childhood education to increase enrollment and promote academic success for all students.

High Priority

Evaluation Data Sources: Leadership Team Agenda
Campus Improvement Plan Agendas
District staffing reports

Strategy 1 Details	Reviews			
Strategy 1: During the 2025-2026 school year, we will meet and collaborate with the Campus Improvement Committee during the months of September, November, February, and April to make decisions that will lead to increased enrollment and academic growth for all students at Kinkeade Early Childhood school. Strategy's Expected Result/Impact: Increase enrollment and academic growth on essential standards and CIRCLE assessment Staff Responsible for Monitoring: Principal Assistant Principal Counselor Attendance Clerk Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	July
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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 2: Kinkeade Early Childhood School will rethink the present design of early childhood education by meeting with the campus guiding coalition and campus leadership team to make decisions that will lead to increased enrollment and academic growth for all students at Kinkeade Early Childhood school.

Evaluation Data Sources: Guiding Coalition/Leadership Team Meeting Agenda
Guiding Coalition/Leadership Team Meeting Notes


Strategy 1 Details	Reviews			
Strategy 1: At Kinkeade Early Childhood School, we will meet and collaborate with the campus guiding coalition/ leadership team once a month during the 2025-2026 school year to design a plan to increase student enrollment and promote academic achievement for all students. Strategy's Expected Result/Impact: Increase enrollment and academic growth on essential standards and CIRCLE assessment Staff Responsible for Monitoring: Principal Assistant Principal Counselor Attendance Clerk Teachers	Formative			Summative
	Nov	Feb	Apr	July
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				





Goal 3: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: During the 2025-2026 school year, Kinkeade Early Childhood School will encourage parent and community engagement in school sponsored events by hosting monthly events such as Meet The Teacher, Parenting classes, All Pro-Dad meetings, Family Night at the Library, Literacy Night, Spring Fling and Open House.

High Priority

Evaluation Data Sources: Campus Event Calendar
Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Plan and host monthly parent and community engagement activities and encourage parent involvement through multiple modes of communication. Strategy's Expected Result/Impact: Increase parent and community engagement. Staff Responsible for Monitoring: Parent Liaison Administrators Counselor Librarian Teachers Academic Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	July
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Plan and host monthly parenting classes to equip parents and guardians with essential skills for positive child development, foster parental confidence, promote healthy family environments, connect parents with community resources and support networks, and aim to improve child well-being and academic success . Strategy's Expected Result/Impact: Stronger partnership with families and community Increase Academic Success Increase parent involvement Staff Responsible for Monitoring: Parent Liaison Principal Assistant Principal Counselor TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Leiva	Parent Liaison	Parent/Community Engagement	1

2025-2026 Campus Improvement Team

Committee Role	Name	Position
District Representative	Sylvia Huber	District Representative
Business Representative	Ramla Lalani	Business Representative
Community Member	Nadra Hackney	Community Member
Parent	Rebeca Pyburn	Parent
Parent	Corie Pyburn	Parent
Business Representative	Nicolas Nevarez	Business Representative
Parent	Liliana Mondragon	Parent
Parent	Fatima Hernandez	Parent
Paraprofessional	Jennifer Leiva	Parent Liaison
Parent	Duoc Le	Parent
Special Education Teacher	Kalina Martin	Special Education Teacher
Paraprofessional	Melissa Rabalais	Instructional Aide
Teacher	Sara Wickham	Bilingual Teacher
Non-classroom Professional	Cecilia Rodriguez	Counselor
Classroom Teacher	Rosana Hightower	PK3 Bilingual Teacher
Non-classroom Professional	Elizabeth Le	Librarian
Paraprofessional	Monica Ashworth	Secretary
Classroom Teacher	Jessica Diaz	PK4 Bilingual Teacher
Community Representative	Leigh Davila	Community Member
Community Representative	Myrna Baker	Community Member
Business Representative	Jennifer Galvan	Business Representative
Administrator	Patricia Payne	Assistant Principal
Administrator	Delicia Floyd	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
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