

# Irving Independent School District



## Jack E. Singley Academy

Accountability Rating: B

Distinction Designation:

Academic Achievement in English Language Arts/Reading,  
Academic Achievement in Mathematics, Academic  
Achievement in Science, Academic Achievement in Social  
Studies, Postsecondary Readiness

## 2025-2026 Campus Improvement Plan

# Mission Statement

The mission of Jack E. Singley Academy is Empowering *all* for personal growth and life-long success.

# Vision

We envision Singley Academy as a community where we provide an equitable and excellent education by building positive relationships, engaging in high-levels of learning, and nurturing self-reflection.

# Value Statement

- Each student will discover and develop innate potential for ongoing learning by achieving high intellectual and personal goals.
- Each student will flourish in a chosen career path throughout life.
- Each student will develop an identity of self that will exemplify the highest ethical values and civic responsibility.
- Each student will possess the self-efficacy to thrive in and contribute to an ever-changing global society.

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# Comprehensive Needs Assessment

# Demographics

## Summary

### Campus Demographic Summary: Jack E. Singley Academy (2024–2025)

*Comprehensive Needs Assessment – Demographics*

#### School Community Overview:

Jack E. Singley Academy serves a diverse, career-focused student population drawn from across Irving ISD. As a choice high school with career academies, the campus fosters student engagement through real-world learning and high academic expectations. The school partners closely with families and community stakeholders, including business partners, city leaders, and higher education institutions.

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#### Student Demographics:

- **Total Enrollment:** ~1,700 students
- **Ethnicity/Race:**
  - Hispanic: 76%
  - Black/African American: 12%
  - White: 7%
  - Asian: 3%
  - Two or More Races/Other: 2%
- **Gender:**
  - Female: 52%
  - Male: 48%
- **Emergent Bilinguals (EB):** ~29%
- **Special Education:** ~10%
- **Economically Disadvantaged:** ~84%
- **Gifted and Talented (GT):** ~12%
- **Foster/McKinney-Vento:** <2%
- **Attendance Rate (2023–2024):** 92.7%
- **Mobility Rate:** 14.3%

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#### Graduation and Dropout Data:

- **4-Year Graduation Rate (Class of 2024):** 95%
- **Dropout Rate (Grades 9–12):** 1.2%
- **Completers (Including GED & Certificates):** 97%
- Strong systems exist to support credit recovery, individual graduation plans, and postsecondary readiness.

## Discipline:

- **Disciplinary Placements (ISS/OSS):** Down 11% from 2022–2023 due to proactive behavior systems, SEL integration, and C-Day Tier 3 interventions. Consistent with the 2024-2025 trend.
  - **Disproportionality:** African American males and Special Education students remain slightly overrepresented in removals; targeted MTSS and restorative practices are being expanded.
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## College, Career, and Military Readiness (CCMR):

- **CCMR Readiness (2023 Graduates):** 84%
  - **Industry-Based Certifications Earned:** 93
  - **Military Enlistment Reporting:** Limited, but improving
  - **Dual Credit Participation:** 31% of students
  - **OnRamps/AP Participation:** 40%
  - **TSIA2 Completion:** 73% of seniors attempted TSIA2 by graduation
- 

## Advanced Academics & Special Programs Enrollment:

- **AP Course Enrollment:** 600+ students
  - **Dual Credit:** Offered through Dallas College in multiple academies
  - **CTE Pathway Participation:** 100% of students participate in one of eight academies
  - **Special Education:** Inclusive co-teaching and modified instruction in core and CTE classes
  - **504 Plans:** 6% of students
  - **EB Services:** TELPAS growth targeted in CIP; 42% of EB students made one year of progress
  - **RTI/MTSS Participation:** Tier 2/3 supports embedded in Flex Friday and core classes
- 

## Staff Demographics & Qualifications:

- **Total Certified Teachers:** 100+
    - **State-Certified:** 98%
    - **Alternative Certification Routes:** 35%
    - **Teachers with 5+ Years of Experience:** 72%
  - **Paraprofessionals:** 18; all highly qualified under ESSA
  - **Teacher-Student Ratio:** 1:17
  - **Teacher Retention Rate:** 84%
  - **Recruitment Focus:** Bilingual certified, STEM, Special Education, AP instructors
  - **Teacher Leadership:** 14 Instructional Leaders; Embedded PLC and ILT systems
- 

## Other Relevant Data:

- **Parent Engagement:** Over 1,000 parent contacts through events, social media, and advisory meetings
- **Community Partnerships:** 20+ business/higher ed partners
- **Technology Access:** 100% 1:1 student devices

- **Safety and Wellness:** Licensed mental health professionals and Communities in Schools partnership
- **Transportation:** Provided across all zones to maintain access and equity

# Strengths

## Jack E. Singley Academy – 2024–2025 Demographic Strengths Student Enrollment & Population

- **Stable Enrollment (~1,720 students):** Despite regional mobility, enrollment remains consistent, signaling strong campus reputation and programmatic draw.
- **Diverse Student Body:**
  - Hispanic: 75%
  - African American: 13%
  - White: 6%
  - Asian: 4%
  - Two or More Races: 2%
- **Balanced Gender Distribution:** Female (52%) and Male (48%) participation—strengthens access to all academy pathways, especially non-traditional roles in STEM and criminal justice.

### 1. Attendance & Mobility

- **Attendance Rate Improved:** 93.5% in 2024–2025 (up from 92.7%)—reflects impact of Tier 2 attendance interventions and family engagement.
- **Reduced Mobility Rate:** Dropped from 14.3% to 12.1% due to increased counselor case management and academic persistence supports.

### 2. Graduation, Completion & Dropout

- **High 4-Year Graduation Rate:** 96% for the Class of 2025, exceeding state targets.
- **Low Dropout Rate:** <1%, maintained through proactive academic counseling and credit recovery during Flex Fridays.

### 3. Special Programs & Student Success

- **CCMR Readiness:** 86% of Class of 2025 students met at least one CCMR indicator—growth supported by strong IBC and TSIA2 structures.
- **Advanced Coursework:**
  - 34% Dual Credit enrollment
  - 42% AP Course participation
- **CTE Pathway Participation:** 100% of students engaged in career academies—each with at least one IBC or practicum opportunity.

### 4. Emergent Bilingual (EB) & Special Populations

- **TELPAS Gains:** 48% of EB students made at least one proficiency level of growth in 2024—up from 42% in 2023.
- **Targeted Support for SPED Students:**
  - 93% of SPED students in inclusive settings
  - SPED students saw a 12% drop in OSS placements due to behavior MTSS tiering
- **504 Plans:** Effectively managed with increased use of digital accommodations (e.g., IXL scaffolds, text-to-speech tools).

## 5. Discipline Trends

- **Total ISS/OSS Placements Down 15%:** Reflects strong SEL programming, structured Flex Friday Tier 3 support, and advisory systems.
- **Reduced Disproportionality:** Targeted coaching for staff on bias and equity led to a 9% drop in SPED and African American male removals.

## 6. Staffing, Experience & Retention

- **Experienced Staff:** 73% of certified teachers have more than 5 years' experience.
- **Teacher Retention Rate:** 86%, with increased retention in high-need subjects like Math, Science, and SPED.
- **Highly Qualified Paraprofessionals:** 100% meet ESSA qualifications and actively support Tier 2 academic and behavior instruction.
- **Teacher-Student Ratio:** Maintained at 1:17, ensuring access to small group instruction.

## 7. Technology & Instructional Equity

- **100% 1:1 Device Access:** All students issued Chromebooks; supported by 24/7 learning platforms like IXL, CollegeBoard, and TSIA2 prep.
- **Full Internet Access via District Hotspots:** Ensures equity for McKinney-Vento, mobile, or economically disadvantaged students.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Although overall discipline rates have declined, African American males and Special Education students remain overrepresented in ISS/OSS placements (e.g., they make up 15% of the population but account for 32% of removals).	Inconsistent campus-wide implementation of culturally responsive classroom management strategies.
2 ★	Problem Statement: While overall attendance is 93.5%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.	Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.
3	Problem Statement: Despite an increase in AP and Dual Credit enrollment overall, EB and African American students remain underrepresented, comprising only ~18% of enrollment in advanced courses despite making up 40%+ of the school population.	Lack of targeted recruitment and support strategies (e.g., summer bridge, mentoring, academic counseling).

★ = Priority

# Student Learning

## Summary

Singley's overall accountability rating is 89.

**Domain I: Student Achievement:** Scaled Score: 84%

**Domain II: School Progress:** Part A: Academic Growth: 74% Part B: Relative Performance:**87%**

**Domain III: Closing the Gaps:** 92%

The percentage of students Approaches/Meets/Masters is as follows:

### English 1

- Approaches: 72%
- Meets: 56%
- Masters: 10%

### English 2

- Approaches: 86%
- Meets: 72%
- Masters: 9%

### Algebra 1

- Approaches: 75%
- Meets: 23%
- Masters: 6%

### Biology

- Approaches: 90%
- Meets: 46%
- Masters: 7%

### US History

- Approaches: 97%
- Meets: 70%
- Masters: 30%

TELPAS Data:

MAP Growth Data:

Failure rate:

CCMR: 90%

TSIA2:

Student Performance:

STAAR Performance (D1): 78, CCMR: 80, Grade Rate: 10

Reading: 80%, 65%, 9% (AA: 79/62/7, His: 79/62/7, White: 87/80/13, American Indi:71/50/7, Asian: 92/92/28, EB:68/47/3, ED:77/62/9, SpEd: 43/16/0)

Algebra 1: 84%, 31%, 5% (AA: 80/27/10, His: 83/29/3, White: 85/48/11, American Indi:63/25/0, Asian: 97/55/14, EB:72/19/4, ED:80/27/4, SpEd: 100/67/67)

Science: 91%, 50%, 7% (AA: 84/61/9, His: 91/44/3, White: 100/61/41, American Indi:100/44/11, Asian: 100/76/36, EB:88/32/2, ED:90/45/5, SpEd: 74/17/3)

Social Studies: 97%, 71%, 30% (AA: 93/68/32, His: 97/68/27, White: 100/82/41, American Indi:100/50/0, Asian:100/88/56, EB:93/50/12, ED:96/66/27, SpEd: 69/15/15)

Eng 1 EOC:65.17%, 48.3% (2023: 51%, 37%)

Alg 1 EOC: 42.4%, 43.87% (2023: 13%, 11%)

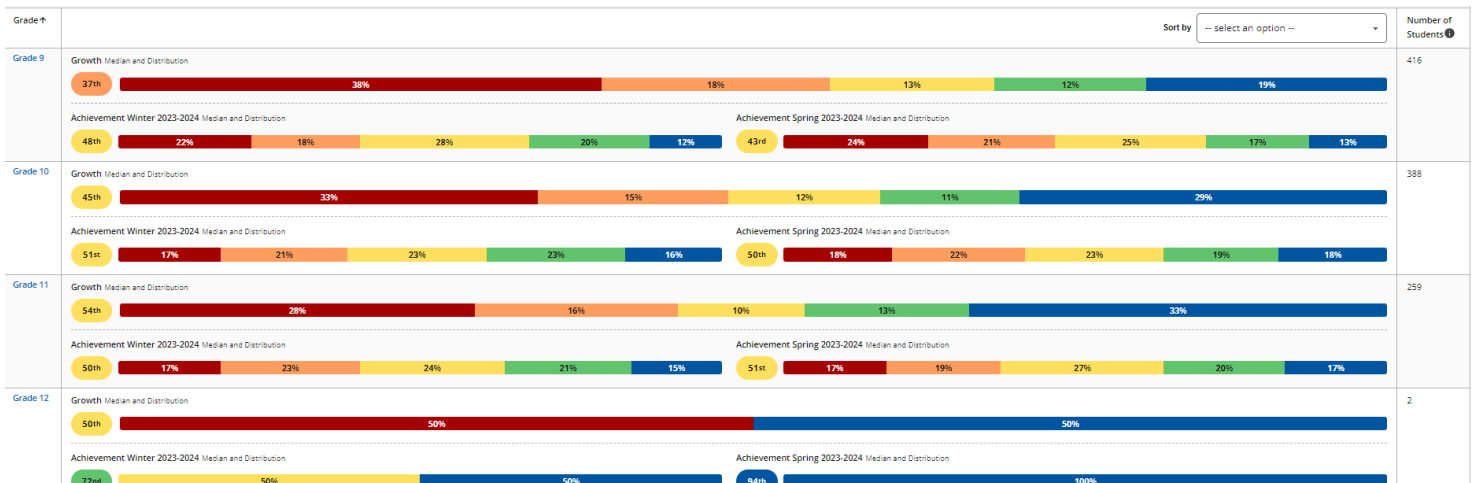
### Student Growth:

Student Growth															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading (2023-27) Interim	69	65	66	72	66	61	70	72	64	60	65	45	63	70	
Reading (2028-32) Next Interim	78	75	76	80	77	65	78	80	74	70	75	55	73	78	
Reading (2038) Long Term	95	95	95	95	95	95	95	95	94	90	95	75	93	95	
Reading Previous Year Rate (TEAL Data)	73	71	72	74	79	68	63	108	73						
Reading Growth Score	71 <u>830.0</u> 742	76 <u>81.0</u> 80	72 <u>308.0</u> 555	70 <u>31.0</u> 44	60 <u>7.2</u> 12	66 <u>29.2</u> 44	50 <u>0.5</u> 1	50 <u>3.0</u> 6	71 <u>455.8</u> 643	65 <u>232.8</u> 359	71 <u>421.0</u> 596	49 <u>21.2</u> 43	93 <u>6.5</u> 7	71 <u>436.2</u> 611	
Points	3	3	3	0	0	0	0	0	3	0	0	0	0	0	12
Met Minimum Size	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	
Mathematics (2023-27) Interim	76	74	77	73	74	67	72	73	75	77	75	64	73	77	
Mathematics (2028-32) Next Interim	82	81	83	80	81	90	80	80	82	83	82	74	80	83	
Mathematics (2038) Long Term	95	95	95	95	95	95	95	95	95	95	95	94	95	95	
Mathematics Previous Year Rate (TEAL Data)	71	63	68	93	125	125	125	125	72						
Mathematics Growth Score	64 <u>155.2</u> 247	71 <u>17.0</u> 24	64 <u>125.0</u> 194	41 <u>6.2</u> 15	69 <u>4.8</u> 7	67 <u>6.2</u> 6	100 <u>1.0</u> 1	64 <u>145.9</u> 226	67 <u>101.8</u> 153	64 <u>152.2</u> 206	70 <u>18.0</u> 23	67 <u>2.2</u> 3	61 <u>122.2</u> 199		
Points	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	Yes	

### TELPAS:

TELPAS Overall Composite Scores by Years in U.S. Schools for Jack E. Singley Academy for 2023 - 2024										
Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High		
		#	% Total	#	% Total	#	% Total	#	% Total	
Second Year		4	0	0.00%	2	50.00%	2	50.00%	0	0.00%
Third Year		4	0	0.00%	0	0.00%	1	25.00%	3	75.00%
Fourth Year		3	0	0.00%	1	33.33%	2	66.67%	0	0.00%
Five or More Years		541	26	4.81%	176	32.53%	206	38.08%	133	24.58%

### MAP Math:



## MAP Reading:



## TSIA2:

### Singley Seniors:

- TSI Met ELA: 48% (163)
- TSI Met Math: 32% (110)
- TSI Met Both: 26% (87)

### Irving ISD Seniors:

- TSI Met ELA: 33% (705)
- TSI Met Math: 17% (375)
- TSI Met Both: 15% (326)

**District goal is 30%**

**Failure Rate: 22% of students failed 1 or more courses during the 2023-2024 school year (9th:110, 10th:141, 11th:103, 12:64)**

## Strengths

1. There was an increase in Student performance in Algebra 1 from 68% to 75% in Approaches.
2. There was an increase in Student performance in English II from 84% to 85% in Approaches.
3. There was an increase in CCMR percentage from 78% to 90%.
4. Eng II is at the state average for masters and in the top 25% of the comparison 40 campuses.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	English I - Limited Growth in Reading Comprehension & Writing Skills Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.	PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.
2	Although 67% of students passed the Alg 1 EOC, we only had 25% of students perform at the Meets/ Masters level. Our Emergent Bilingual population performed, on average, 2% below the general population	Inconsistent implementation of intervention during Tier 2 small groups and insufficient Tier 3 alignment during Flex Fridays.
3	Although 97% of students passed the USH EOC, only 67% Met grade level expectations (3% decrease from previous year) and 37% Mastered grade level expectations( 7% increase from previous year).	Lack of HQIM in USH PLC and lack of high quality instructional professions. Every instructor was new to the USH content.
4★	Students percentage of CCMR was over 87%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance.	Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.
5★	AP scores are historically lower in comparison to other Irving ISD schools.	Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

★ = Priority

# School Processes & Programs

## Summary

### Curriculum and Instruction:

- District-created curriculum for almost all courses except CTE. Follow scope and sequence and differentiate instruction.
- Teachers plan instruction based on data and PLC model (four questions)
- Walkthroughs
- Horizontal alignment through teaming
- Horizontal alignment through PLC
- Vertical alignment through departmental meetings
- Learning walks
- A/B block schedule
- Dedicated homeroom/tutorial time each day (Success Time)
- NMSI- support for AP Math, Science and English courses
- Dedicated PLC time scheduled 2 times a week with Academic Specialist
- UPchieve for 24/7 tutorials
- IFPD days- Instructional Focus Professional Development sessions where we focus on a specific topic or program initiative. All teachers receive this training during a PLC time.

### Professional Development:

- IFPD days- Instructional Focus Professional Development sessions where we focus on a specific topic or program initiative. All teachers receive this training during a PLC time.
  - SEL/Self-care for students and staff
  - Get Better, Faster
  - Grading policy/procedures
  - Talk Read, Talk Write
  - CER
  - Higher Order Thinking Questions development
- Learning walks
- NMSI training for AP teachers
- Purposeful planning days
- Academic leadership team meetings
- Data Talks with PLCs

### Leadership and Decision-Making Processes:

- Counseling Advisory Meetings with members of the admin and staff
- Monthly Leadership Meetings
- Weekly Administrator Meetings
- Teaming
- Twice Weekly PLCs
- CTE programs Advisory PLCs
- Monthly Academic Leads Meetings

### Communication:

- Newsletters: staff, student, and parent
- Parent communication through Kinolve
- Canvas announcements to students
- Emails sent to parents and students through TAC
- Emails sent to parents and students from DLC
- School Messenger
- Facebook/Twitter/School website
- Counseling department

- MTSS Meetings
- Safety Binders
- Announcements
- Campus TV Screens (Scholastic)
- Campus Leadership Ambassadors
- Student & Staff Recognition - People of the Month, Rising Up Shout Outs (from staff and students)

#### **Organization and Context:**

- A/B block schedule
- CTE Signature Studies - pathways for all four years in a specific area of study
- Student clubs
- CTE based skills competitions at district, state and national levels
- Internships for seniors based on CTE pathway
- Dual Credit and Advanced Placement opportunities for all students
- Students may commute to their "home-zoned" school for UIL activities such as athletics, band and choir

#### **Support Services:**

- NMSI online and live supports for AP students prior to AP testing
- UPchieve online tutoring (24/7) for students
- MTSS Meetings
- Campus Technicians
- Parent Liaison
- Anxiety Support Group for students
- Academic Specialist
- Tutoring and Boot Camp
- Multicultural Celebration & Support - Posada & International Night, Cultural Clubs, Prayer Space for Muslim students, Education provided for staff

#### **Technology Integration:**

- Tech team
- Campus Technicians
- Librarian
- Partnership with Scholastic for Campus TVs
- Student information sharing through Edugence
- Learning Management System (LMS) - Canvas
- [Digital Resources Binder](#)

#### **Discipline Data:**

- 2024 total number of referrals: 1007
- 2024 total number of incidents resulting in students who were out of placement: 367

## **Strengths**

1. Student led Technology (Task Force) Team.
2. On campus Professional Development opportunities via our Campus based Master Teachers.
3. Awareness of technology based instructional support.

# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.	PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.
2 ★	EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.	Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.
3 ★	EB, Special Education, and African American students are underrepresented in AP, Dual Credit, and advanced CTE programs, despite overall campus growth in CCMR indicators.	Limited proactive recruitment and counseling efforts to identify and support underrepresented groups for advanced courses.

★ = Priority

# Perceptions

## Summary

Teacher Retention rate: 74%

Parent engagement data:64

Parent perception:

- 20.7% parents believe that they have been given the opportunity to provide feedback for school improvement.
- 32.4% of parents believe that they have the resources to help students at home.
- 49.8 of parents agree that the school values parent's ideas.
- 76.5% of parents believe that they receive timely information about school events.
- 49.8% of parents believe that they have been given the opportunity to provide feedback for school improvement planning.
- 82% of parents believe that teachers encourage their child to work hard and try difficult tasks.
- 79.9% of parents believe that their child's academic needs are met.

Student perceptions about the campus:

- 72.6% of students report feeling tired
- 64% of students report feeling stressed and overwhelmed
- 53.2% of students state that they are hungry.
- 60.1% of students state they must help their family.
- 66.6% state that they want to avoid getting in trouble at school.
- 75% state that they have trouble getting up in the morning.
- 92% of students agree that teachers encourage them to work hard.
- 88% of students agree that teachers care about them.
- 76% of students agree that teachers make sure that they are learning.
- 94% of students agree that teachers expect them to learn and show progress.
- 75% of students agree they feel safe at school.

Teacher perceptions about the campus:

- 76.8% of teachers believe that campus leaders understand how to use relevant data to guide improvement.
- 75.6% of teachers believe that campus leaders make decisions that support student learning.
- 53.8% of teachers believe that campus leaders seek input from employees as part of the decision making and improvement processes.
- 54.9% of district leaders make decisions that support student learning.

Process for retaining teachers"

- Celebrate teacher performance by Teacher of the Month
- Open door policy with all administrators
- Consistency with student discipline
- Intentionally recognize teachers for going above and beyond

## Strengths

1. 76.5% of parents believe that they receive timely information about school events.
2. 71.4% of parents believe that the school welcomes input regarding decision making.
3. 77% of parents believe that students feel safe at school.
4. 76.8% of teachers believe that campus leaders understand how to use relevant data to guide improvement.
5. 75.6% of teachers believe that campus leaders make decisions that support student learning.

6. 73.8% of teachers believe that campus leaders have their well being in mind.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

Parent perception surveys indicate confusion or limited understanding of how their child is being supported academically, particularly among families of EB, SpEd, and first-generation students.


Lack of Tier 2/3 communication structures between teachers and families (e.g., no standardized weekly updates or intervention logs shared). Multilingual and accessible communication tools are underutilized; not all messages or platforms are reaching non-English speaking parents. Academic support events (such as intervention info nights) are limited in frequency or not strategically scheduled to

2

Although the school offers robust AP, Dual Credit, and CTE programming, many parents--especially from underrepresented groups--report feeling disconnected or uninformed about how to support their child's participation in college and career readiness (CCMR) pathways.

Outreach efforts are reactive rather than proactive--families often learn about advanced programs late in the process (e.g., just before registration). Academic advising is not yet tiered or personalized for first-generation or high-needs families who may need additional support navigating CCMR pathways. Program language and expectations are unclear--terms like "OnRamps," "Dual Credit," "TSIA2," o

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

English I - Limited Growth in Reading Comprehension & Writing Skills Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.

PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.

2  
★

Students percentage of CCMR was over 87%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance.

Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

3  
★

AP scores are historically lower in comparison to other Irving ISD schools.

Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

4  
★

Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.

PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.

5  
★

EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.

Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.

6  
★

EB, Special Education, and African American students are underrepresented in AP, Dual Credit, and advanced CTE programs, despite overall campus growth in CCMR indicators.

Limited proactive recruitment and counseling efforts to identify and support underrepresented groups for advanced courses.

7  
★

Problem Statement: While overall attendance is 93.5%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.

Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.

★ = 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 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

## 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

## Parent/Community Data

- Parent surveys and/or other feedback
- 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 High Priority

Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 62% to 68.% by May 2026.

**Evaluation Data Source:** PLC Agenda  
Cambium Formative Assessment Data  
Holistic Essay Grading Rubric usage (PLC and student artifacts)  
Walkthrough Assessments

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

## Strategy 1 Results Driven Accountability

Implement Strategic monitoring strategies in all core classes. Teachers will attend an instructional focus PD session to focus on the Strategic monitoring, small groups and mastery rubric development. PLCs will incorporate Mastery trackers as appropriate, within lessons and discuss data results/performance in PLCs.

**Strategy's Expected Result/Impact:** Monitor Formative Assessment data to improve student mastery during active instruction.

**Staff Responsible for Monitoring:** Administrative team

**Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2

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

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

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

### Formative Reviews

Moderate Progress

November

February

April

July

## Strategy 2 Results Driven Accountability

RLA teams will use the PLC Model centered around Data Digging. Specific strategies include using HQIM (Lead4ward and TFAR).

**Strategy's Expected Result/Impact:** Increase in mastery performance on state and local exams.

**Staff Responsible for Monitoring:** Mariela Ballester

**Problem Statements:** Student Learning 1, 5 - School Processes & Programs 1, 2, 3

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

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

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

### Formative Reviews

Moderate Progress

November

February

April

July

### Strategy 3 Results Driven Accountability

In ELAR classes teachers will implement 20 minutes of silent reading during Success Time on Thursday, followed by a responsive writing activity in the form of a journal prompt

**Strategy's Expected Result/Impact:** Increase of reading comprehension

**Staff Responsible for Monitoring:** Laura Sichi

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

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

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

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

### Formative Reviews

Considerable Progress

November

February

April

July

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

English I - Limited Growth in Reading Comprehension & Writing Skills  
Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.

PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.

5

AP scores are historically lower in comparison to other Irving ISD schools.

Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

<p><b>1</b></p>	<p>Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/ exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.</p>	<p>PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.</p>
<p><b>2</b></p>	<p>EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.</p>	<p>Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.</p>
<p><b>3</b></p>	<p>EB, Special Education, and African American students are underrepresented in AP, Dual Credit, and advanced CTE programs, despite overall campus growth in CCMR indicators.</p>	<p>Limited proactive recruitment and counseling efforts to identify and support underrepresented groups for advanced courses.</p>

**Performance Objective 2**  **High Priority**

Increase the percentage of students who score at Meets or above on STAAR Algebra I from 25% to 30 % by May 2026; specifically focusing on an increase of our EB students from 21% to 30%.

**Evaluation Data Source:** PLC Agendas  
 MAP Growth Data  
 Cambium Formative Assessment Data  
 Master Trackers  
 Walkthrough Assessments

**Strategy 1**  **Results Driven Accountability**

Teachers will work with students to improve mastery of skills. Teachers will provide multiple opportunities for students to show mastery on standards and TEK based skills using campus, district and state assessments. Assessments will be created in PLCs and will focus on standards based skills. Data review on assessments will occur during the PLCs.

**Strategy's Expected Result/Impact:** Increase of student performance on Alg 1 assessment

**Staff Responsible for Monitoring:** Mariela Ballester

**Problem Statements:** School Processes & Programs 1

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

**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

February

April

July

### Strategy 2 Results Driven Accountability

In Math classes, teachers will create a Do Now that reflects math expectations on College Readiness exams.

**Strategy's Expected Result/Impact:** Increase of mastery of standards in math

**Staff Responsible for Monitoring:** Miranda Koenig

**Problem Statements:** Student Learning 5 - School Processes & Programs 1, 2

**Funding Sources:** 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

Moderate Progress

November

February

April

July

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

AP scores are historically lower in comparison to other Irving ISD schools.

Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/ exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.

PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.

2

EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.

Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.

**Performance Objective 3**  **High Priority**

Increase the percentage of students attaining CCMR from 87% to 93% by May 2026; with an intentional focus on an increase in TSIA2 performance and Advanced Placement exams.

- Evaluation Data Source:** TSIA2 Student Tracker  
 CCMR Data Tracking  
 TSIA2 Student Preparation Participation Sign-In Sheets  
 AP Score Report  
 PSAT Preparation and results  
 AP Potential Report

**Strategy 1**  **Results Driven Accountability**

Continue using College Bridge in Algebraic Reasoning and English 4 classes to prepare Seniors for college readiness.

**Strategy's Expected Result/Impact:** Increase of CCMR percentage for the Senior cohort

**Staff Responsible for Monitoring:** Kaneisha McEwen

**Problem Statements:** School Processes & Programs 3

**Funding Sources:** 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**

No Progress

**November**

**February**

**April**

**July**

## Strategy 2 Results Driven Accountability

Implement testing prep for the math portion of the TSIA2 through Algebra 2 and Geometry courses.

**Strategy's Expected Result/Impact:** Increase the number of students who meet CCMR criteria through measures identified by TEA

**Staff Responsible for Monitoring:** Mariela Ballester

**Problem Statements:** Student Learning 4

**Funding Sources:** 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

February

April

July

### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Students percentage of CCMR was over 87%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance.

Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

### Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause


3

EB, Special Education, and African American students are underrepresented in AP, Dual Credit, and advanced CTE programs, despite overall campus growth in CCMR indicators.

Limited proactive recruitment and counseling efforts to identify and support underrepresented groups for advanced courses.

### Performance Objective 4

Singley Academy will decrease Violation of student code of conduct referrals from 196 to 150 by implementing, Restorative Practices, MTSS, and Social Emotional Learning by May 2026.

**Strategy 1**  **Results Driven Accountability**

Teachers will use MTSS to intervene with students early to ensure behavioral reflection and correction for students.

**Strategy's Expected Result/Impact:** Positive Culture and Climate

**Staff Responsible for Monitoring:** Doris Jones

**Problem Statements:** Demographics 2

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

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

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

**Formative Reviews**

Moderate Progress

November

February

April

July

**Strategy 2**

Implement SEL lessons within Success time, core and elective classes.

**Strategy's Expected Result/Impact:** Strong relationships with teachers and students for student success


**Staff Responsible for Monitoring:** Jessica Gluck

**Problem Statements:** Demographics 2

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

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

**Formative Reviews**

 Discontinue

November

February

April

July

**Performance Objective 4 Problem Statements Identifying Demographics**

Problem Statement

Root Cause

2

Problem Statement: While overall attendance is 93.5%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.

Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.

### Performance Objective 5

Increase the percentage of students passing the TSIA2 from 44% to 60% by May 2026.

**Evaluation Data Source:** On Data Suite  
TSIA2 Tracker

#### Strategy 1 Results Driven Accountability

Implement practice testing questions in core content through PLCs

**Strategy's Expected Result/Impact:** Increase in student performance

**Staff Responsible for Monitoring:** Mariela Ballester

**Problem Statements:** Student Learning 1, 4, 5 - School Processes & Programs 1, 2

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

**TEA Priorities:** 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

February

April

July

### Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

English I - Limited Growth in Reading Comprehension & Writing Skills  
Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.

PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.

4

Students percentage of CCMR was over 87%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance.

Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

5

AP scores are historically lower in comparison to other Irving ISD schools.

Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

### Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/ exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.

PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.

2

EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.

Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.

### Performance Objective 6

Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 63% to 70% by May 2026.

Evaluation Data Source: NWEA

#### Strategy 1 Results Driven Accountability

Increase lexile levels by implementing 20 minutes of silent reading on Thursdays during Success Time.

**Strategy's Expected Result/Impact:** Increase in reading comprehension

**Staff Responsible for Monitoring:** Laura Sichi

**Problem Statements:** Student Learning 1

**Funding Sources:** 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

Moderate Progress

November

February

April

July

## Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

English I - Limited Growth in Reading Comprehension & Writing Skills  
Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.

PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.

## Performance Objective 7

Increase the percentage of students who meet or exceed projected growth on MAP Growth Math from 57% to 65% by May 2026.

**Evaluation Data Source:** NWEA

### Strategy 1 Results Driven Accountability

Intentionally embed Tier 1/HQIM resources into the PLC and instructional delivery.

**Strategy's Expected Result/Impact:** Increase in student performance on all math related assessments.

**Staff Responsible for Monitoring:** Brandi Johnson

**Problem Statements:** Student Learning 1, 4, 5 - School Processes & Programs 1, 2

**Funding Sources:** 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

Moderate Progress

November

February

April

July

### Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	English I - Limited Growth in Reading Comprehension & Writing Skills Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.	PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.
4	Students percentage of CCMR was over 87%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance.	Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.
5	AP scores are historically lower in comparison to other Irving ISD schools.	Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

### Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.	PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.
2	EB students' TELPAS growth and English I STAAR performance remain below targets, indicating inconsistent language supports across content areas.	Lack of campus-wide progress monitoring for EB students outside of TELPAS testing windows.



# 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

By May 2026, we will retain at least 85% of staff members by assigning a Veteran mentor teacher for emotional and professional support, differentiating Professional Development to cater to teacher's needs and encouraging teachers to take instructional SEL leadership opportunities to enhance school instruction and culture.

**Evaluation Data Source:** Mentor Check-In log  
Mentor Social Event Participation Log  
Connect Ed support  
Teacher Culture Survey

### Strategy 1

We will use teacher survey to collect teacher interest in leading Professional Development.

**Strategy's Expected Result/Impact:** Teachers take lead of instructional professional development

**Staff Responsible for Monitoring:** Brandi Johnson/Jennifer Anderson

**Problem Statements:** School Processes & Programs 1

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

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

November

February

April

July

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Professional Learning Teams do not consistently execute a tight weekly cycle (unpack standards - plan aligned tasks/ exemplars - common formative assessment - rapid reteach/enrichment), resulting in slow response to evidence of learning and below-target Meets/Masters rates in Algebra I and English I, particularly for EB and bottom-quartile students.

PLC protocols for aggressive monitoring are not fully implemented with fidelity across all departments.

## Performance Objective 2

By May 2026, Singley Administration will attend at least 2 hiring events to recruit new teachers to Irving ISD.

**Evaluation Data Source:** Hiring Event Attendance  
Collaborative emails from Human Resources Department

### Strategy 1

Collaborate with HR to attend 2 Hiring Events to recruit Highly qualified teachers.

**Strategy's Expected Result/Impact:** Increase teacher capacity, experience and expertise on campus.

**Staff Responsible for Monitoring:** Brandi Johnson

**Problem Statements:** Student Learning 1, 5

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

### Formative Reviews

No Progress

**November**

**February**

**April**

**July**

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

English I - Limited Growth in Reading Comprehension & Writing Skills  
Problem Statement: 66% of students scored Approaches on the English I STAAR, but only 52% reached Meets and 10% Masters, with slow progress among EB students.

PLTs lack a common data protocol for aggressive monitoring and instructional adjustment, particularly for Tier 3 students.

5

AP scores are historically lower in comparison to other Irving ISD schools.

Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

**Performance Objective 3**  **High Priority**

By May 2026, at least 50% of Singley teachers will have an opportunity to attend Socioemotional training to support student and teacher well being throughout the school year.

**Evaluation Data Source:** Professional Development in August  
Campus Specific Professional Development  
District Professional Development  
HOPE Squad training

**Strategy 1**

RISE Training

**Strategy's Expected Result/Impact:** Decrease in student discipline and increase in teacher morale.

**Staff Responsible for Monitoring:** Brandi Johnson, Jesus Quezada, Doris Jones

**Problem Statements:** Demographics 2

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

**Formative Reviews**

Considerable Progress

November

February

April

July

**Performance Objective 3 Problem Statements Identifying Demographics**

Problem Statement

Root Cause

2

Problem Statement: While overall attendance is 93.5%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.

Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.

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

## Performance Objective 1

Decrease the number and percentage of students who are chronically absent from 169 to 140% by May 2026. Decrease the number and percentage of 10th students 95.2% to 92%. % to Y% by May 2025."

**Evaluation Data Source:** Attendance monitoring reports

### Strategy 1 Results Driven Accountability

We will host weekly Attendance meetings to track student attendance, potential attendance incentives and strategies to get decrease chronic attendance rates.

**Strategy's Expected Result/Impact:** Increase attendance rate

**Staff Responsible for Monitoring:** Alex Horton

**Problem Statements:** Demographics 2

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

**TEA Priorities:** Connect high school to career and college

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

#### Formative Reviews

Moderate Progress

November

February

April

July

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Problem Statement: While overall attendance is 93.5%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.

Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.

## Performance Objective 2

By May 2026, we will decrease the number of out of placement discipline from 137 to 120, this includes ISS, OSS, JJAEP etc. Decrease the number of out of placement Hispanic males from 62 to 55.

**Evaluation Data Source:** eSchool Cognos Results  
On Data Suite

### Strategy 1 Results Driven Accountability

We will increase Restorative Practices strategies on campus through professional development, ISS counseling and bringing male mentors on campus.

**Strategy's Expected Result/Impact:** Decrease of student referrals

**Staff Responsible for Monitoring:** Doris Jones

**Problem Statements:** Demographics 2

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

**TEA Priorities:** Connect high school to career and college

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

#### Formative Reviews

Some Progress

November

February

April

July

### Strategy 2 Results Driven Accountability

Implement SEL lessons within Success time every Tuesday during the school year in both core and elective classes.

**Strategy's Expected Result/Impact:** Strong relationships with teachers and students for student success

**Staff Responsible for Monitoring:** Jessica Gluck


**Problem Statements:** Demographics 2

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

**TEA Priorities:** Connect high school to career and college

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

#### Formative Reviews

 Discontinue

November

February

April

July

### Strategy 3 Results Driven Accountability

Professional Development to intentionally decrease the number of referrals for Hispanic Males through Restorative practice strategies.

**Strategy's Expected Result/Impact:** Decrease in Hispanic male referrals

**Staff Responsible for Monitoring:** Doris Jones

**Problem Statements:** Demographics 2

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

**TEA Priorities:** Connect high school to career and college

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

### Formative Reviews

Some Progress

November

February

April

July

## Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Problem Statement: While overall attendance is 93.5%, Tier 3 chronic absenteeism (10+ absences) is highest among Economically Disadvantaged (ED) and Emergent Bilingual (EB) students, impacting academic and CCMR success.

Limited wraparound service coordination (e.g., mental health, transportation, family supports) for mobile or economically vulnerable students.



# State Compensatory Education

# State Compensatory

## Budget for Jack E. Singley Academy

**Total SCE Funds:** \$91,639.00

**Total FTEs Funded by SCE:** 11

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

At Singley Academy, we are committed to providing the best possible education for all our students, and we recognize that some students may face challenges in their academic journey. To address the needs of our diverse student population and to ensure that we meet the needs of our community, we will utilize State Compensatory Education (SCE) funds to enhance students learning experiences and to supplement our Parent Liaison position. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. We will focus on researching and implementing Tier 1 interventions to reinforce impactful instructional strategies. Through these professional development opportunities and resources, we seek to empower our teachers with the knowledge and skills required to implement strategies and practices that target the specific needs of our Emergent Bilingual population. By ensuring our teaching staff is well-prepared, we can provide personalized, high-quality instruction that address individual student challenges and helps them meet essential standards. This approach aims to ensure that all students can learn and excel in their educational journey.

## Personnel for Jack E. Singley Academy

Name	Position	FTE
Bronson Brown	Math	1
Deanna Darr	AVID/ELAR	1
Gloria Pierson	Parent Liaison	1
Jessica Gluck	ELAR	1
Jose Garcia	Math	1
Lindsey Hood	ELAR	1
Maria Martinez	Science	1
Miranda Koenig	Math	1
Sheih-Ting Ho	Math	1
Sisam Aryal	Math	1
Teresa Turner	Math	1



# Funding Summary

# Funding Summary

## 199 - General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	\$0.00
1	2	1		--	\$0.00
1	2	2		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
1	4	1		--	\$0.00
1	4	2		--	\$0.00
1	5	1		--	\$0.00
1	6	1		--	\$0.00
1	7	1		--	\$0.00
2	1	1		--	\$0.00
2	3	1		--	\$0.00
3	2	1		--	\$0.00
3	2	3		--	\$0.00
<b>Sub-Total</b>					\$0.00

## 199 - General Funds: SCE

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

