

Irving Independent School District



Crockett Middle School

2025-2026 Campus Improvement Plan

Mission Statement

We will inspire students to reach their full potential through high quality instruction, a collaborative setting, and leadership opportunities for ALL.

Vision

Crockett Middle School will be a dynamic learning community that strives for personal growth, collaboration, and academic excellence.

Value Statement

**Cougar Success EVERYDAY-
Nothing Less!**

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Inconsistent and infrequent instructional feedback, monitoring, and support, along with systemic failures to hold students accountable, have led to a decline in student achievement. Teachers and students deserve a space that is not only physically safe but also emotionally secure. Campus plans to address this issue are two-pronged, attacking the problem from both the teacher/leadership side and the student side.

1. The first approach focuses on supporting students. This includes a behavior program (Behavior Academies: Solution Tree) aimed at teaching the behavior expectations necessary for success at school. This will be integrated into existing restorative procedures and consequences, in accordance with district and board policies.

New teachers and those struggling with classroom management will develop a HIGH-STRUCTURE classroom management plan to minimize or eliminate disruptions. This plan will detail the procedures for actions such as walking to the pencil sharpener, depending on a student's seating location. Every classroom behavior will be explicitly defined, monitored, and reinforced.

Teachers and students deserve a space that is not only physically safe but also emotionally safe. Campus plans to address are two pronged, tackling this from the teacher/leadership side, as well as from the student side.

Demographics

Summary

Crockett Middle School is a neighborhood public middle school serving students in grades 6 through 8, serving approximately 660 students for the 2025–2026 school year. As of September 2025, current enrollment stands at **634**, reflecting a decline from **754 in 2024–25**, and down from **819 in 2023–24**. Despite these enrollment shifts, Crockett's demographics have remained stable over time.

Crockett proudly serves a diverse and vibrant student body:

- **Hispanic:** 86.87%
- **African American:** 5.54%
- **White:** 4.27%
- **Two or More Races:** .47%
- **Emergent Bilingual (EB) Students:** 57.12%
- **Students with Disabilities:** 14.08%
- **Economically Disadvantaged:** 87.4%
- **Gifted/Talented:** 16.61%
- **Mobility Rate:** Approximately 15%
- **Attendance Rate:** 96%

Crockett is not a magnet or open-enrollment campus; instead, it serves the local attendance zone with a strong sense of community connection. The school is undergoing an exciting transformation—**Crockett Middle School is being reimagined and rebuilt as a Leadership Academy**, with the **new campus scheduled to open in August 2026**. A groundbreaking ceremony was held on **August 22, 2024**, and current sixth-grade students participated as the future eighth-grade class to inaugurate the new building.

As part of its instructional innovation, Crockett offers **career exploration opportunities for 7th and 8th graders**, giving students access to **high school credit** courses and hands-on learning experiences through the **Verizon Innovative Learning Schools (VILS)** labs. These programs are designed to spark future-oriented thinking and collaboration among students.

Staff & Faculty:

- **Teachers:** Approx. 46
- **Average Years of Experience:** 8.1
- **First-Year Teachers:** 6.5%
- **Teacher Retention Rate:** 82%
- **Teacher-Student Ratio:** ~1:14
- **Paraprofessionals:** 100% highly qualified

Crockett employs a collaborative, data-informed approach to teaching and learning. Instructional strategies focus on small-group instruction, academic discourse, intervention systems (RTI/MTSS), and alignment of Tier I instruction to TEKS and student needs. Professional development is ongoing and targeted to the school's strategic priorities.

Student Support & Programs:

Crockett Middle School Campus #042

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- **Special Education Services:** Integrated support for 14% of students.
- **Advanced Courses:** English I, Algebra I, Biology and CTE High courses along with GT/Honors classes are offered.
- **Discipline:** 192 OSS/ISS referrals in 2024–25, with a goal to reduce this to **170 in 2025–26**, particularly addressing disproportionality among African American and male students.
- **Family & Community Engagement:** Improving with targeted outreach; parent involvement is increasing, especially in events tied to student learning and school transformation.

Crockett Middle School is not just a campus—it is a community cornerstone, a launching pad for students’ academic and personal futures, and now, a model for visionary transformation as it evolves into a **Leadership Academy**.

Strengths

1. Strong Support for Emergent Bilinguals (EBs):

- With **57% EB students**, Crockett ensures equity by requiring **all RLA teachers to hold ESL certification**.
- The district-provided **IISD curriculum includes embedded scaffolds** to support both EBs and struggling learners, ensuring Tier I instruction is accessible.

2. Cultural and Linguistic Diversity as an Asset:

- Crockett’s **81% Hispanic population** provides a strong cultural identity and an opportunity to celebrate bilingualism and biculturalism.
- The campus intentionally leverages this demographic strength through community connection and culturally responsive practices.

3. Family & Community Engagement:

- A **dedicated parent liaison** actively builds parent partnerships, hosting **two classes per month during 2023–24** and continuing into 2024–25.
- This sustained effort has deepened trust and engagement, particularly among Spanish-speaking families, fostering stronger home-school connections.

4. Collaborative Teaching Practices:

- Teachers engage in **daily collaboration**, analyzing student work, implementing **data-driven instruction**, and aligning lesson planning.
- These practices ensure instruction is responsive to student needs and consistent across grade levels.

5. Commitment to Equity in Instruction:

- Crockett’s requirement for ESL certification, scaffolding strategies, and professional collaboration demonstrates a **systematic commitment to meeting the needs of all learners**, particularly those who are historically underserved.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Based on TELPAS scores and not meeting Domain 3 criteria , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS.	Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.
2 60% of students scored a 0-5 on their Extended Constructive Response across all grade levels and content areas.	RLA Teacher turnover for 7th Grade. Inconsistency of teacher scoring ECR's to the rigor of the STAAR ECR Rubric.

★ = Priority

Student Learning

Summary

Overall Student Achievement and ProgressSTAAR 2025 Results (Grades 6–8):

- **Reading (All Students):**
 - Approaches: 59% | Meets: 34% | Masters: 9%
- **Math (All Students):**
 - Approaches: 62% | Meets: 33% | Masters: 6%
- **Science (8th Grade):**
 - Approaches: 59% | Meets: 33% | Masters: 5%
- **Social Studies (8th Grade):**
 - Approaches: 43% | Meets: 16% | Masters: 7%

Academic Growth (Domain II STAAR Growth):

- **Reading:**
 - All Students: 45% Met Growth
 - Hispanic: 43.7%
 - White: 50%
 - ELs: 35.5%
- **Math:**
 - All Students: 54.5% Met Growth
 - Hispanic: 54.3%
 - White: 50%
 - ELs: 35.5%

English Language Learners (TELPAS):

- **Overall Composite Proficiency 2025:**
 - 56% at Intermediate or Below
 - Only 30% showed one year of growth (down from 41% in 2024)
- **Low composite scores & growth for long-term ELs**

College, Career, and Military Readiness (CCMR) / Advanced Courses:

- CCMR indicators not applicable at middle school, but **advanced course enrollment is low.**
- **Algebra I Enrollment:**
 - Very few students are currently enrolled; readiness based on 7th/8th grade math performance is limited (only 17% at

MAP Growth – Fall 2023 to Spring 2024 vs. Winter to Spring 2025:

- **Reading (All Students):**
 - Fall–Spring: 50% Met Growth
 - Winter–Spring: 47% Met Growth
- **Math (All Students):**
 - Fall–Spring: 43% Met Growth
 - Winter–Spring: 41% Met Growth
- **Special Education & ELs** consistently scored below 40% growth.

Special Education Data:

- **STAAR Math SPED:**
 - Approaches: 27%, Meets: 11%
- **STAAR Reading SPED:**
 - Approaches: 17%, Meets: 3%

Attendance Trends:

- ADA rate has improved slightly from 94% in 2023-24 to 95% in 2024-25, district goal is 96%.
- Chronic absenteeism contributes to gaps in achievement and growth.

Strengths

Summary of Strengths:

- **6th grade math** as a clear growth point.
- **8th grade content areas (Science & Social Studies)** demonstrated increases at higher performance levels.
- **TELPAS growth** continues in middle proficiency bands, especially in 6th–7th grade.
- **MAP growth** shows steady progress campuswide.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons.	Inconsistent monitoring and feedback from ILT.
2 EL students are not demonstrating adequate growth on TELPAS or in STAAR Reading.	Insufficient targeted language acquisition support during content instruction and limited opportunities for academic language development across content areas.
3 Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.	Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.
4 Students in Special Education underperform significantly on STAAR and show minimal growth on MAP.	General education and SPED teacher collaboration is inconsistent. Intervention time not strategically designed to support inclusion or co-teach models.
5 Overall in each grade level, students have not met projected growth goal.	Chronic teacher absences along with several novice teachers caused a lack of viable instruction for students.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

- Crockett Middle School continues to implement **district-provided, high-quality instructional materials** aligned to TEKS.
- Instructional pacing calendars are in place with built-in **reteach and review time** for unmastered concepts.
- PLCs (daily for RLA and math) focus on **lesson internalization, practice, and student work analysis**.
- Partnership with Teaching and Learning Department, Big Rock and SustainedED help align best practices for instruction utilizing district provided instructional materials to grow students.

Professional Development

- Professional development is centered on **academic discourse, small-group instruction, differentiation, and scaffolding for EBs**.
- New teachers (0–2 years) are paired with mentors for support.

Leadership & Decision-Making

- Leadership team conducts **observations and walkthroughs**, and data informs campus decisions.
- Partnership with Big Rock and SustainedED help calibrate best practices to identify strengths and upgrades while observing live lessons.

Communication

- Weekly **At-a-Glance updates** for staff and monthly updates at faculty meetings.
- **Parent newsletter** and **Kinvolve system** for family communication.
- **Parent liaison** coordinates classes and engagement opportunities for families.

Organization & Support Services

- Students attend **Collegiate Academy daily**, an intervention/enrichment period for individualized support.
- Supports include **SPED, RTI, 504, dyslexia services**, and counseling.

Extracurricular & Co-Curricular Opportunities

- Wide variety of programs: **student council, football, volleyball, basketball, track, cheer, disc golf, and other after-school clubs**.

Technology Integration

- Verizon Innovative Learning Schools (VILS) initiative provides **interactive technology and career exploration** opportunities.
- Technology integration is involved in all classrooms.

Strengths

- **Curriculum & Instruction**
 - Campus instructional leaders commit to consistent instructional monitoring and support. Each administrator has a content

area they supervise for instructional planning, monitoring, and support.

- Use of **district-provided, high-quality instructional materials** aligned to TEKS with embedded scaffolds for EBs and struggling learners.
- **Daily PLCs** in RLA, Math, 8th grade Science/Biology and 8th grade Social Studies ensure collaboration, lesson internalization, and student work analysis.
- Instructional pacing calendars include **reteach/review cycles** for mastery.

- **Professional Development & Staff Support**

- **Mentor program** for new teachers (0–2 years) provides structured support.
- PD focuses on **academic discourse, small-group instruction, and differentiation**.
- Teachers collaborate daily, building consistency across classrooms.

- **Leadership & Decision-Making**

- Leadership team conducts walkthroughs and uses **data to inform instructional decisions**.
- Shared leadership model includes teacher collaboration and input.

- **Communication**

- Weekly **At-a-Glance updates** for staff streamline internal communication.
- Monthly staff meetings to provide updates and professional development on on-going or new initiatives.
- Parents receive **newsletters and Kinville messages** for timely information.
- Parent liaison provides **classes and workshops** to strengthen school-home partnerships.

- **Organization & Support Services**

- **Collegiate Academy** intervention/enrichment period provides daily targeted support.
- Comprehensive student services: **EB, SPED, 504, RTI, dyslexia services, counseling**.

- **Extracurricular & Co-Curricular Opportunities**

- Wide variety of extracurriculars: **student council, sports, cheer, disc golf, clubs**.
- Opportunities promote **leadership, teamwork, and student engagement**.

- **Technology Integration**

- Participation in **Verizon Innovative Learning Schools (VILS)** initiative provides interactive digital learning and career exploration.
- Technology supports **collaboration, STEM access, and engagement**.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	Inconsistent instructional monitoring and support.
2 ★ Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans.	Inconsistent instructional monitoring and support.
3 60% of students scored a 0-5 on their Extended Constructive Response across all grade levels and content areas.	RLA Teacher turnover for 7th Grade. Inconsistency of teacher scoring ECR's to the rigor of the STAAR ECR Rubric.

★ = Priority

Perceptions

Summary

Culture & Climate:

Crockett Middle School continues its transformation into a **Leadership Academy**, reinforcing a shared vision of innovation and leadership development. The groundbreaking for the new campus (August 2024) and its anticipated opening in **August 2026** has built excitement among students, families, and staff, strengthening pride and commitment to the school. While positive gains have been made, challenges remain in **attendance, enrollment decline, and discipline disproportionality**, which affect perceptions of school climate.

Parent Engagement & Community Partnerships:

During the 2024–25 school year, parent engagement increased through **regular family classes hosted by the parent liaison** and a stronger emphasis on partnerships. Parent participation at school events improved compared to 2023–24, with families reporting greater connection to campus initiatives.

Community partnerships, especially through the **Verizon Innovative Learning Schools (VILS) initiative**, continue to strengthen student access to technology and career exploration. New collaborations with local organizations have supported extracurricular programs and mentoring opportunities.

Communication:

Communication remains a **key strength** of the campus, with consistent systems in place:

- **Weekly At-a-Glance updates for staff**
- **Monthly newsletters for parents**
- **Kinvolve for two-way family messaging**
Feedback from both staff and parents in 2024–25 reflected **increased satisfaction with timely and transparent communication**.

Staff Perceptions & Retention:

Staff retention in 2024–25 remained stable (**82%**), with teacher collaboration highlighted as a major strength. New teachers benefited from the **mentorship program**, and PLCs continued to foster shared responsibility for student outcomes. Staff expressed excitement about the transition to the new Leadership Academy model.

Student Feedback:

Students reported positive perceptions of **Collegiate Academy interventions, extracurricular opportunities, and leadership pathways** (student council, athletics, clubs). Career exploration opportunities for 7th and 8th graders, including high school credit courses, were viewed as valuable in preparing for the future.

Strengths

- Parent engagement grew through regular family classes and strengthened community partnerships.
- Staff retention remained stable at 82%, with teacher collaboration as a key strength.
- Verizon Innovative Learning Schools (VILS) partnerships expanded student access to technology and career exploration.
- Staff and parent feedback reflected improved satisfaction with timely, transparent communication.
- Anticipation for the August 2026 opening boosted pride, commitment, and enrollment by 100 students per grade for the Leadership Academy.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.	The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.
2 ★ 58% of teachers feel the school is a safe space for staff.	Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.
3 ★ Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.	Proactive communication systems and structured opportunities for parents to engage in academic discussions and learning activities, leading to limited family-school collaboration and decreased confidence in school-home partnerships.

★ = Priority

Professional Development Implementation

Summary

The Student Success Coach and principal will participate in district RISE classroom management and behavior training every six weeks to address campus behavioral challenges that disrupt learning. They will share strategies, tools, and resources with staff through professional development to promote safe, supportive, and structured learning environments—physically, socially, and emotionally.

Academic Specialists will retrain teachers on aggressive monitoring, PLC processes, and instructional framework components. The AS, EB Coach, and administrative team will closely monitor implementation to provide immediate support and ensure fidelity to instructional initiatives.

For previously Tier 3 behavior students as well as newly identified students, the Student Success Coach will provide targeted interventions through pull-out sessions and the Journey2Dream program. These proactive efforts ensure that students receive explicit instruction to replace disruptive behaviors, demonstrating to all stakeholders that the school is committed to maintaining well-managed, structured, and supportive learning communities.

Strengths

Teachers receive professional development on **data-driven instruction, academic discourse, small-group intervention, and scaffolding for EBs**. New teachers (0–2 years) are paired with mentors to provide support, and collaborative coaching occurs within grade-level teams. However, the **frequency, feedback, and follow-up of instructional coaching vary**, resulting in inconsistent implementation of best practices. Teachers need additional training to ensure instruction is responsive to students' cultural backgrounds and learning needs.

Problem Statements Identifying Professional Development Implementation Needs

Problem Statement	Root Cause
1 Teachers are facing disruptions to the learning environment, which leads to lower academic achievement.	As behaviors are changing across the country, professional development supports and strategies have been seriously lacking.
2 Teachers report being frightened by student conflicts, and in some cases, student to teacher conflicts. Students can sense when their teacher is scared of them and this can create a timid approach from the teacher. Failure to command authority in the classroom leads to loss of teacher credibility (a Hattie top 10!!) and an overall reduction in learning outcomes.	As behaviors are changing across the country, professional development supports and strategies have been seriously lacking.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.

Inconsistent instructional monitoring and support.

2
★

Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons.

Inconsistent monitoring and feedback from ILT.

3
★

Based on TELPAS scores and not meeting Domain 3 criteria , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS.

Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

4
★

Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans.

Inconsistent instructional monitoring and support.

5
★

58% of teachers feel the school is a safe space for staff.

Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.

6
★

Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.

The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.



Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.

Proactive communication systems and structured opportunities for parents to engage in academic discussions and learning activities, leading to limited family-school collaboration and decreased confidence in school-home partnerships.

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions

- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ 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
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

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

- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 52% to 59% by May 2026.
Increase the percentage of Hispanic students from 52% to 59% by May 2026.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson internalization, DDI meeting agendas, walk-throughs.

Strategy 1 Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Grade level teams, interventionists, AS, Admin

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

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

Title I: 2.5.1

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

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

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Strategy 2 Results Driven Accountability

The Administrative team and the instructional support team will monitor the next week's lesson plans every Friday for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: EB Coach - ALL - monitoring for language scaffolds and supports
AS - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.

Admin - by supervised content area - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.

Problem Statements: Demographics 1 - School Processes & Programs 1

Funding Sources: 211 - Title I-A, , 263 - Title III,

Title I: 2.5.3

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

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

Formative Reviews

Some Progress

Moderate Progress

November

February

April

July

Strategy 3 Results Driven Accountability

The administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards within one week of assessment administration.

Strategy's Expected Result/Impact: With supportive planning during PLC time on DDI days, re-teach plans for Essential Standards will be created and practiced on a weekly basis during "Look Backward" days.

Staff Responsible for Monitoring: Administrators, AS, EB Coach

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

Funding Sources: 211 - Title I-A, , 263 - Title III,

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

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

Formative Reviews

Some Progress

Moderate Progress

November

February

April

July

Strategy 4 Results Driven Accountability

Administrators and AS will be present in all PLC's, to ensure alignment to the PLC framework specified in our guidebook. Look Forward days support internalizing and planning for lesson delivery, and look backward days identify next steps for all, by creating targeted reteach plans

and extension activities. Teams will be uploading their artifacts weekly for work completed as a PLC.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators, AS, Teachers of tested subjects

Problem Statements: Demographics 1 - School Processes & Programs 1

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

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 5 **Results Driven Accountability**

Administration, AS, EB Coach, Student Success Coach, and Interventionist will ensure that every student receives a data conference prior to taking MAP to encourage students to take their time and show their best effort.

Strategy's Expected Result/Impact: We expect student performance to improve if students are motivated to try on their test. Interventions will be more effective as they will target the actual area of need, because we will be able to base intervention groupings on valid data.

Staff Responsible for Monitoring: Administration, AS, EB Coach, Student Success Coach, and Interventionist

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

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A, , 263 - Title III,

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Based on TELPAS scores and not meeting Domain 3 criteria , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS.	Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons.	Inconsistent monitoring and feedback from ILT.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	Inconsistent instructional monitoring and support.
2 Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans.	Inconsistent instructional monitoring and support.

Performance Objective 2 High Priority

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 34% to 38.5% by May 2026.

Increase the percentage of Hispanic students from 32% to 40% by May 2026.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative

assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Grade level teams, interventionists, AS, Admin

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

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

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

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

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Strategy 2

The Administrative team and the instructional support team will monitor the next week's lesson plans every Friday for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: EB Coach - ALL - monitoring for language scaffolds and supports
AS - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.
Admin - by supervised content area - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.

Problem Statements: Demographics 1 - School Processes & Programs 1

Funding Sources: 263 - Title III, , 211 - Title I-A,

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

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

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 3

The administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards within one week of assessment administration.

Strategy's Expected Result/Impact: With supportive planning during PLC time on DDI days, re-teach plans for Essential Standards will be created and practiced on a weekly basis during "Look Backward" days.

Staff Responsible for Monitoring: Administrators, AS, EB Coach

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

Funding Sources: 263 - Title III, , 211 - Title I-A,

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

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

Formative Reviews



Strategy 4

Administrators and AS will be present in all PLC's, to ensure alignment to the PLC framework specified in our guidebook. Look Forward days support internalizing and planning for lesson delivery, and look backward days identify next steps for all, by creating targeted reteach plans and extension activities. Teams will be uploading their artifacts weekly for work completed as a PLC.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators, AS, Teachers of tested subjects

Problem Statements: Demographics 1 - School Processes & Programs 1

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

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 5

Administration, AS, EB Coach, Student Success Coach, and Interventionist will ensure that every student receives a data conference prior to taking MAP to encourage students to take their time and show their best effort.

Strategy's Expected Result/Impact: We expect student performance to improve if students are motivated to try on their test. Interventions will be more effective as they will target the actual area of need, because we will be able to base intervention groupings on valid data.

Staff Responsible for Monitoring: Administration, AS, EB Coach, Student Success Coach, and Interventionist

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

Funding Sources: 263 - Title III, , 199 - General Funds: SCE, , 211 - Title I-A,

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

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

Formative Reviews

Some Progress

Moderate Progress

November

February

April

July

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1Based on TELPAS scores and not meeting Domain 3 criteria , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS.	Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons.	Inconsistent monitoring and feedback from ILT.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.	Inconsistent instructional monitoring and support.

2

Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans.

Inconsistent instructional monitoring and support.

Performance Objective 3 High Priority

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 49.3% to 58.8% by May 2026.
Increase the percentage of Hispanic students from 49.4% to 59% by May 2026.

Strategy 1 Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Grade level teams, interventionists, AS, Admin

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

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

Title I: 2.5.1

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

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

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Strategy 2

The Administrative team and the instructional support team will monitor the next week's lesson plans every Friday for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: EB Coach - ALL - monitoring for language scaffolds and supports AS - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.
Admin - by supervised content area - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.

Problem Statements: Demographics 1 - School Processes & Programs 1

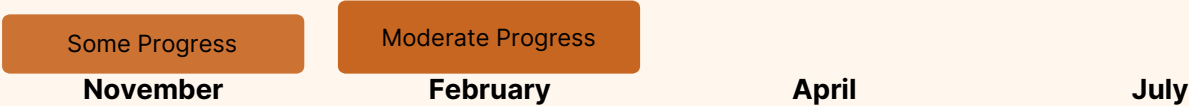
Funding Sources: 211 - Title I-A, , 263 - Title III,

Title I: 2.5.3

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

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

Formative Reviews



Strategy 3 ☒ **Results Driven Accountability**

The administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards within one week of assessment administration.

Strategy's Expected Result/Impact: With supportive planning during PLC time on DDI days, re-teach plans for Essential Standards will be created and practiced on a weekly basis during "Look Backward" days.

Staff Responsible for Monitoring: Administrators, AS, EB Coach

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

Funding Sources: 211 - Title I-A, , 263 - Title III,

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

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

Formative Reviews



Strategy 4

Administrators and AS will be present in all PLC's, to ensure alignment to the PLC framework specified in our guidebook. Look Forward days support internalizing and planning for lesson delivery, and look backward days identify next steps for all, by creating targeted reteach plans and extension activities. Teams will be uploading their artifacts weekly for work completed as a PLC.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators, AS, Teachers of tested subjects

Problem Statements: Demographics 1 - School Processes & Programs 1

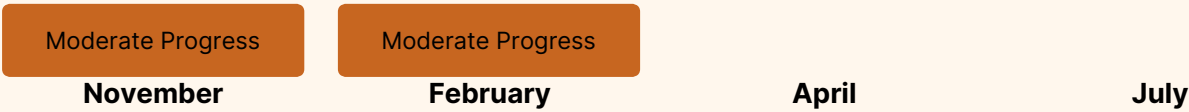
Funding Sources: 199 - General Funds, , 211 - Title I-A,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 5 ☒ **Results Driven Accountability**

Administration, AS, EB Coach, Student Success Coach, and Interventionist will ensure that every student receives a data conference prior to taking MAP to encourage students to take their time and show their best effort.

Strategy's Expected Result/Impact: We expect student performance to improve if students are motivated to try on their test. Interventions will be more effective as they will target the actual area of need, because we will be able to base intervention groupings on valid data.

Staff Responsible for Monitoring: Administration, AS, EB Coach, Student Success Coach, and Interventionist

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

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A, , 263 - Title III,

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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1

Based on TELPAS scores and not meeting Domain 3 criteria , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS.

Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons.

Inconsistent monitoring and feedback from ILT.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.

Inconsistent instructional monitoring and support.

2

Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans.

Inconsistent instructional monitoring and support.

Performance Objective 4 High Priority

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Alg 1 from 33% to 42.6% by May 2026.

Increase the percentage of American Indian students from 18% to 30% by May 2026.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1 Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Grade level teams, interventionists, AS, Admin

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

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

Title I: 2.5.1

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

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

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Strategy 2

The Administrative team and the instructional support team will monitor the next week's lesson plans every Friday for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: EB Coach - ALL - monitoring for language scaffolds and supports
AS - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.
Admin - by supervised content area - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.

Problem Statements: Demographics 1 - School Processes & Programs 1

Funding Sources: 211 - Title I-A, , 263 - Title III,

Title I: 2.5.3

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

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

Formative Reviews

Some Progress

November

Moderate Progress

February

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Strategy 3 Results Driven Accountability

The administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards within one week of assessment administration.

Strategy's Expected Result/Impact: With supportive planning during PLC time on DDI days, re-teach plans for Essential Standards will be created and practiced on a weekly basis during "Look Backward" days.

Staff Responsible for Monitoring: Administrators, AS, EB Coach

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

Funding Sources: 211 - Title I-A, , 263 - Title III,

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

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

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 4

Administrators and AS will be present in all PLC's, to ensure alignment to the PLC framework specified in our guidebook. Look Forward days support internalizing and planning for lesson delivery, and look backward days identify next steps for all, by creating targeted reteach plans and extension activities. Teams will be uploading their artifacts weekly for work completed as a PLC.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators, AS, Teachers of tested subjects

Problem Statements: Demographics 1 - School Processes & Programs 1

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

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Strategy 5 Results Driven Accountability

Administration, AS, EB Coach, Student Success Coach, and Interventionist will ensure that every student receives a data conference prior to taking MAP to encourage students to take their time and show their best effort.

Strategy's Expected Result/Impact: We expect student performance to improve if students are motivated to try on their test. Interventions will be more effective as they will target the actual area of need, because we will be able to base intervention groupings on valid data.

Staff Responsible for Monitoring: Administration, AS, EB Coach, Student Success Coach, and Interventionist

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

Funding Sources: 199 - General Funds: SCE, , 263 - Title III, , 211 - Title I-A,

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews



Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Based on TELPAS scores and not meeting Domain 3 criteria , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS.	Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons.	Inconsistent monitoring and feedback from ILT.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
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1

While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.

Inconsistent instructional monitoring and support.

2

Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans.

Inconsistent instructional monitoring and support.

Performance Objective 5 High Priority

Increase the percentage of students who score at meets or above in Algebra 1 from 71% to 75% by May 2026.

Increase the percentage of Hispanic from 73% to 78% by May 2026.

Evaluation Data Source: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1 Results Driven Accountability

Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common

Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.

Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.

Staff Responsible for Monitoring: Grade level teams, interventionists, AS, Admin

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

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

Title I: 2.5.1

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

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

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Strategy 2 Results Driven Accountability

The Administrative team and the instructional support team will monitor the next week's lesson plans every Friday for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.

Strategy's Expected Result/Impact: We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.

Staff Responsible for Monitoring: EB Coach - ALL - monitoring for language scaffolds and supports AS - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.

Admin - by supervised content area - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.

Problem Statements: Demographics 1 - School Processes & Programs 1

Funding Sources: 211 - Title I-A, , 263 - Title III,

Title I: 2.5.3

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

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

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 3 Results Driven Accountability

The administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards within one week of assessment administration.

Strategy's Expected Result/Impact: With supportive planning during PLC time on DDI days, re-teach plans for Essential Standards will be created and practiced on a weekly basis during "Look Backward" days.

Staff Responsible for Monitoring: Administrators, AS, EB Coach

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

Funding Sources: 263 - Title III, , 211 - Title I-A,

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

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

Formative Reviews

Some Progress

Moderate Progress

Strategy 4 Results Driven Accountability

Administrators and AS will be present in all PLC's, to ensure alignment to the PLC framework specified in our guidebook. Look Forward days support internalizing and planning for lesson delivery, and look backward days identify next steps for all, by creating targeted reteach plans and extension activities. Teams will be uploading their artifacts weekly for work completed as a PLC.

Strategy's Expected Result/Impact: Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.

Staff Responsible for Monitoring: Administrators, AS, Teachers of tested subjects

Problem Statements: Demographics 1 - School Processes & Programs 1

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

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Strategy 5

Administration, AS, EB Coach, Student Success Coach, and Interventionist will ensure that every student receives a data conference prior to taking MAP to encourage students to take their time and show their best effort.

Strategy's Expected Result/Impact: We expect student performance to improve if students are motivated to try on their test. Interventions will be more effective as they will target the actual area of need, because we will be able to base intervention groupings on valid data.

Staff Responsible for Monitoring: Administration, AS, EB Coach, Student Success Coach, and Interventionist

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

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A, , 263 - Title III,

Title I: 2.5.1, 2.5.2

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

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

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Based on TELPAS scores and not meeting Domain 3 criteria , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS.

Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons.

Inconsistent monitoring and feedback from ILT.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.

Inconsistent instructional monitoring and support.

2

Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans.

Inconsistent instructional monitoring and support.

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

Decrease the number and percentage of students who are chronically absent from 11.5% to 9% by May 2026.
Decrease the number and percentage of American Indian students attendance from 25% to 15% by May 2026.

Evaluation Data Source: ATT0010 Consecutive Absences
OnDataSuite Chronic Absenteeism Rate Report

Strategy 1

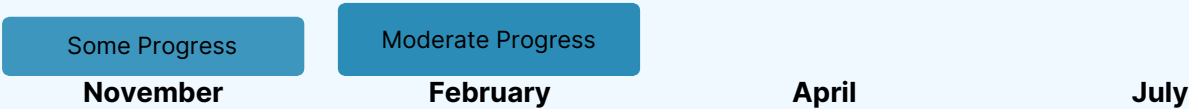
For students with excessive attendance issues, administrator and counselor set up parent meetings. Students who don't have excused absences or who have absence patterns, administrators will put on an attendance contract to incentivize and hold students accountable for attendance.

Strategy's Expected Result/Impact: Decrease percentage of chronic student absences and increase overall attendance percentage.

Staff Responsible for Monitoring: Administrators, counselors

Problem Statements: Perceptions 1

Formative Reviews



Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.	The school lacks a fully coordinated system for monitoring and supporting student attendance, including proactive identification of at-risk students, consistent communication with families, and targeted interventions to address chronic absences.

Performance Objective 2

Decrease the percentage of in and out of school suspensions for American Indian students that are disproportionately referred for disciplinary action from 50% to 33% by May 2026.
Decrease the number of discretionary referrals for American Indian students from 50% to 33% by May 2026.

Evaluation Data Source: OnDataSuite Student Disciplinary Incidents 24-25 for Campus Code

Strategy 1 Results Driven Accountability

A high number of referrals from a specific teacher or class will receive an observation and feedback session, which will lead into a coaching cycle to prevent further classroom disruptions that negatively impact learning. Campus instructional leaders will support teachers in developing their strategies to make positive connections with students.

Strategy's Expected Result/Impact: Improved classroom management, reduction in number discipline incidents, , resulting in the total number of student infraction counts to decrease by >5%.

Staff Responsible for Monitoring: Administrators and Student Success Coach

Problem Statements: Perceptions 2

Funding Sources: 211 - Title I-A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Through ongoing professional development, modeling, and coaching feedback, Student Success Coach will coach teachers and lead PD to help teachers develop an effective classroom discipline plan and help ensure a better understanding of when to issue classroom consequences for students' disruptive behaviors versus referring students to SSC or administrators.

Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase.

Staff Responsible for Monitoring: Campus Administrators, SSC

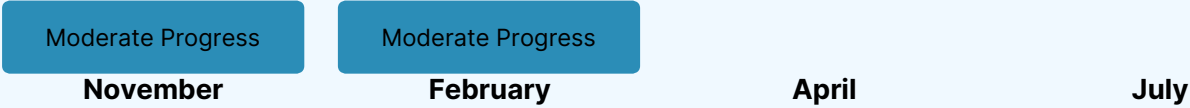
Problem Statements: Perceptions 2

Funding Sources: 211 - Title I-A,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	58% of teachers feel the school is a safe space for staff.	Inconsistent implementation of social-emotional learning, conflict management strategies, and behavior supports has contributed to rising student fighting and reduced staff perceptions of safety.

Goal 3

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

Performance Objective 1

 High Priority

Increase parent and community engagement by providing meaningful opportunities for families to participate in school activities, decision-making, and student learning--resulting in at least 25% parent participation as measured by sign-in sheets, survey data, and event attendance by May 2026.

Strategy 1

Parent Liaison will create a calendar of offerings, and will offer parent classes and resources at a variety of times, including some classes/resources being shared remotely.

Strategy's Expected Result/Impact: We will bring more parents in by providing our offerings in a variety of ways (remote vs face to face) and times.

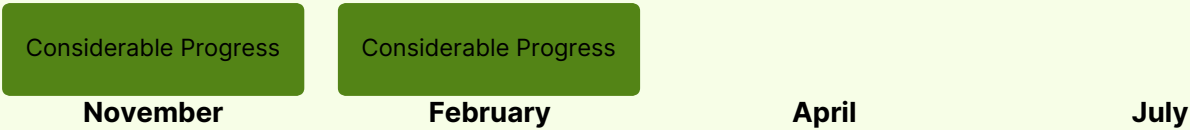
Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 3

Funding Sources: 211 - Title I-A,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews



Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Survey and feedback data indicate that parents do not consistently feel informed or connected to their child's academic progress, contributing to the perception that the school does not actively engage families in supporting student success.	Proactive communication systems and structured opportunities for parents to engage in academic discussions and learning activities, leading to limited family-school collaboration and decreased confidence in school-home partnerships.



State Compensatory Education

State Compensatory

Budget for Crockett Middle School

Total SCE Funds: \$19,803.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

At Crockett Middle School, we are dedicated to delivering the highest quality education for all our students, acknowledging that some students encounter specific challenges along their academic paths. To support those at risk of dropping out or who have not met expectations on end-of-course assessments, we utilize State Compensatory Education (SCE) funds to enhance our regular education program. We allocate \$17,250 of these funds for acquiring essential supplies and materials, which are vital for enriching the learning experience. The resources are thoughtfully selected to address the unique needs of students who require extra support in achieving academic success. In addition, we invest \$6,000 of our SCE funds in staff development, specifically for RTI @ Work Conferences and Behavior Solutions by Solution Tree. This investment is crucial for equipping our educators to implement effective Tier II interventions. By enhancing our teachers' skills and knowledge, we empower them to adopt strategies that directly address the needs of at-risk students. The materials and professional development funded by SCE are integral to our Tier II intervention strategy, ensuring that all students have the opportunity to learn and excel. We are committed to using these funds effectively to provide the necessary support and resources, helping every student thrive and reach their academic potential at Crockett Middle School.

Personnel for Crockett Middle School

Name	Position	FTE
Tessa Delarosa	Math/Reading Interventionist	1



Title I Summary

Title I

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

1.1 Description of CNA Process

Crockett Middle School conducted a comprehensive needs assessment (CNA) process during the spring and summer of 2025 to guide campus improvement planning for the 2025–2026 school year. The CNA committee met initially on **April 23, 2025**, to review the purpose and outline the process. Follow-up meetings were held on **May 19** and **July 29**, to review data, identify trends, and finalize findings.

Stakeholders were intentionally selected to ensure broad representation and included campus and district administrators, teachers from each grade level and department, special programs staff (Special Education, ESL, and Intervention), parents, students, and community partners. Parent and community participants were invited through campus communications, and Title I parent meetings to ensure inclusivity and diverse perspectives.

The CNA committee examined multiple focus areas aligned to the four core domains: **Student Achievement, School Culture and Climate, Staff Quality/Professional Development, and Family and Community Engagement**. Data sources included STAAR and TELPAS results, local benchmark assessments, discipline data, attendance rates, staff and student survey results, parent engagement data, and demographic and enrollment trends.

Through data analysis and discussion, the team identified priority areas of need that directly informed the goals and strategies of the 2025–2026 Campus Improvement Plan.

1.2 Location for Evidence of Multiple Meetings Held

To ensure meaningful input from all stakeholder groups, **Crockett Middle School** offered **multiple opportunities** for participation throughout the Comprehensive Needs Assessment (CNA) process. Meetings were scheduled at varying times to accommodate staff, parents, and community members.

CNA meetings were held on **April 23, 2025, May 19, 2025, and July 29, 2025**. An additional feedback session was provided during the **Title I Parent Meeting on September 19 and 24, 2025**, to gather final input from families prior to submission of the Campus Improvement Plan (CIP).

Stakeholders included campus administrators, instructional coaches, teachers from each grade level and department, special program representatives (Special Education, ESL, Intervention), parents, students, and community partners. Invitations and reminders were sent via campus email, parent newsletters, and School Messenger to ensure broad awareness.

Evidence of stakeholder engagement is maintained in the **Crockett Middle School CNA Documentation Folder** located on the campus shared drive and includes:

- Meeting **agendas** and **sign-in sheets** for each session
- **Meeting notes and minutes** documenting discussion and identified needs
- **Data review summaries** for each CNA focus area
- **Parent and staff survey results** and **feedback forms**
- **Title I meeting agenda and sign-in documentation** verifying parent participation

These records serve as verification of ongoing stakeholder collaboration and informed decision-making throughout the CNA process.

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

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

The development of the **Crockett Middle School Schoolwide Plan/Campus Improvement Plan (CIP)** followed a structured, collaborative timeline to ensure stakeholder involvement and data-informed decision-making. The process began in **April 2025** with the first Comprehensive Needs Assessment (CNA) meeting and continued through **September 2025**, concluding with the review and finalization of the CIP.

- **April 23, 2025:** Initial CNA meeting—review of purpose, process, and preliminary data sources.
- **May 19, 2025:** Department and grade-level teams analyzed student performance, discipline, attendance, and survey data to identify strengths and needs.
- **July 29, 2025:** CNA committee reconvened to finalize findings, establish priority focus areas, and align with district goals.
- **September 19, 2025:** Title I Parent Meeting—shared CNA findings and gathered feedback on proposed campus goals and strategies.
- **September 24, 2025:** Follow-up Title I Parent Meeting—reviewed and confirmed revisions to the Schoolwide Plan/CIP based on stakeholder input.

Evidence of the timeline and stakeholder engagement is maintained in the **Crockett Middle School CNA/CIP Documentation Folder** on the campus shared drive. This folder includes all **meeting agendas, sign-in sheets, notes/minutes, data review summaries**, and **parent feedback forms** verifying multiple opportunities for input throughout the planning process.

2.2 Stakeholders 1114(b)(2)

Crockett Middle School ensures that **staff, families, and community members** play an active role in the development of the Schoolwide Plan/Campus Improvement Plan. Input was gathered through a series of **Comprehensive Needs Assessment (CNA)** meetings and **Title I Parent Meetings** designed to include diverse perspectives and ensure alignment with campus goals.

Teachers, instructional coaches, and program representatives (including Special Education, ESL, and Intervention) provided data analysis and recommendations during CNA meetings held on **April 23, May 19, and July 29, 2025**. Family and community input was gathered through **Title I Parent Meetings on September 19 and September 24, 2025**, where stakeholders reviewed draft goals, discussed proposed strategies, and provided written and verbal feedback.

Feedback was solicited through multiple methods, including **surveys, small-group discussions**, and **open comment forms** shared during meetings and electronically. Campus administrators reviewed all feedback to identify revisions and ensure the final plan reflected the collective input of all stakeholder groups.

The **list of stakeholders**, along with **sign-in sheets that include names and roles**, is maintained in the **Crockett Middle School CNA/CIP Documentation Folder** located on the campus shared drive. This folder also contains **agendas, meeting minutes, and feedback summaries** that verify active participation and transparent decision-making throughout the planning process.

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

Crockett Middle School ensures that the Schoolwide Plan/Campus Improvement Plan (CIP) is **accessible to the district, parents, and the public** in a clear and understandable format. The finalized plan is **submitted to the district through the campus shared drive and the district CIP submission platform** for official review and compliance.

For parents and the community, the plan is made available in multiple ways:

- Posted on the **Crockett Middle School website** in a clearly labeled section for Campus Improvement and Title I information.
- Available in **print format** upon request at the campus front office.
- Shared in **parent meetings, newsletters, and School Messenger communications** with summaries that highlight key goals, strategies, and outcomes in plain language.
- Materials are provided in both **English and Spanish** to ensure accessibility for all families.

These steps ensure that all stakeholders can review and understand the plan, monitor campus goals, and engage meaningfully in supporting student success.

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

Crockett Middle School develops the Schoolwide Plan/Campus Improvement Plan (CIP) in **coordination with multiple Federal, State, and local programs** to maximize resources and provide comprehensive support to students. The plan aligns with and incorporates services and initiatives including:

- **Title I and Title II programs**, providing supplemental academic support and professional development for staff.
- **Special Education, ESL, and Intervention services**, ensuring alignment of individualized supports with campus goals.
- **Nutrition and wellness programs**, including the National School Lunch Program and campus health initiatives, to support student well-being and readiness to learn.
- **Violence prevention and social-emotional learning programs**, coordinated with district counseling services and community partners.
- **Career and Technical Education (CTE) pathways**, aligned with academic planning and post-secondary readiness initiatives.
- **Community-based programs**, such as local housing or family support services, to connect families with additional resources that remove barriers to learning.

Integration occurs through **regular coordination meetings**, shared data review, and alignment of campus strategies with district initiatives. This ensures that resources are used efficiently, services are complementary rather than duplicative, and all programs support the campus's identified priorities.

Evidence of coordination and integration—including meeting notes, partnership agreements, and program documentation—is maintained in the **Crockett Middle School CNA/CIP Documentation Folder** on the campus shared drive.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

All statutorily required Title I descriptions have been **aligned at the strategy level within the Campus Improvement Plan**. Each strategy in the plan includes the corresponding description for compliance purposes. By checking the appropriate boxes at the strategy level, the system will **auto-populate the required description** into this section.

Because all strategies already include these aligned descriptions, a separate narrative in this section is **optional** and not required for submission.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness

Documentation

Crockett Middle School maintains all documentation related to the **Schoolwide program and Campus Improvement Plan (CIP)** in the **Crockett Middle School CNA/CIP Documentation Folder** on the campus shared drive. This folder includes:

- **Meeting agendas, minutes, and sign-in sheets** for all CNA, Title I, and program review meetings.
- **Data analyzed** for program effectiveness, including STAAR and TELPAS results, local benchmark assessments, discipline and attendance data, staff and student survey results, and parent engagement feedback.
- **Formative review notes** documenting semiannual evaluations of program implementation and effectiveness.
- **Summative review documentation** reflecting the annual evaluation of the Schoolwide program plan and identification of areas for improvement.

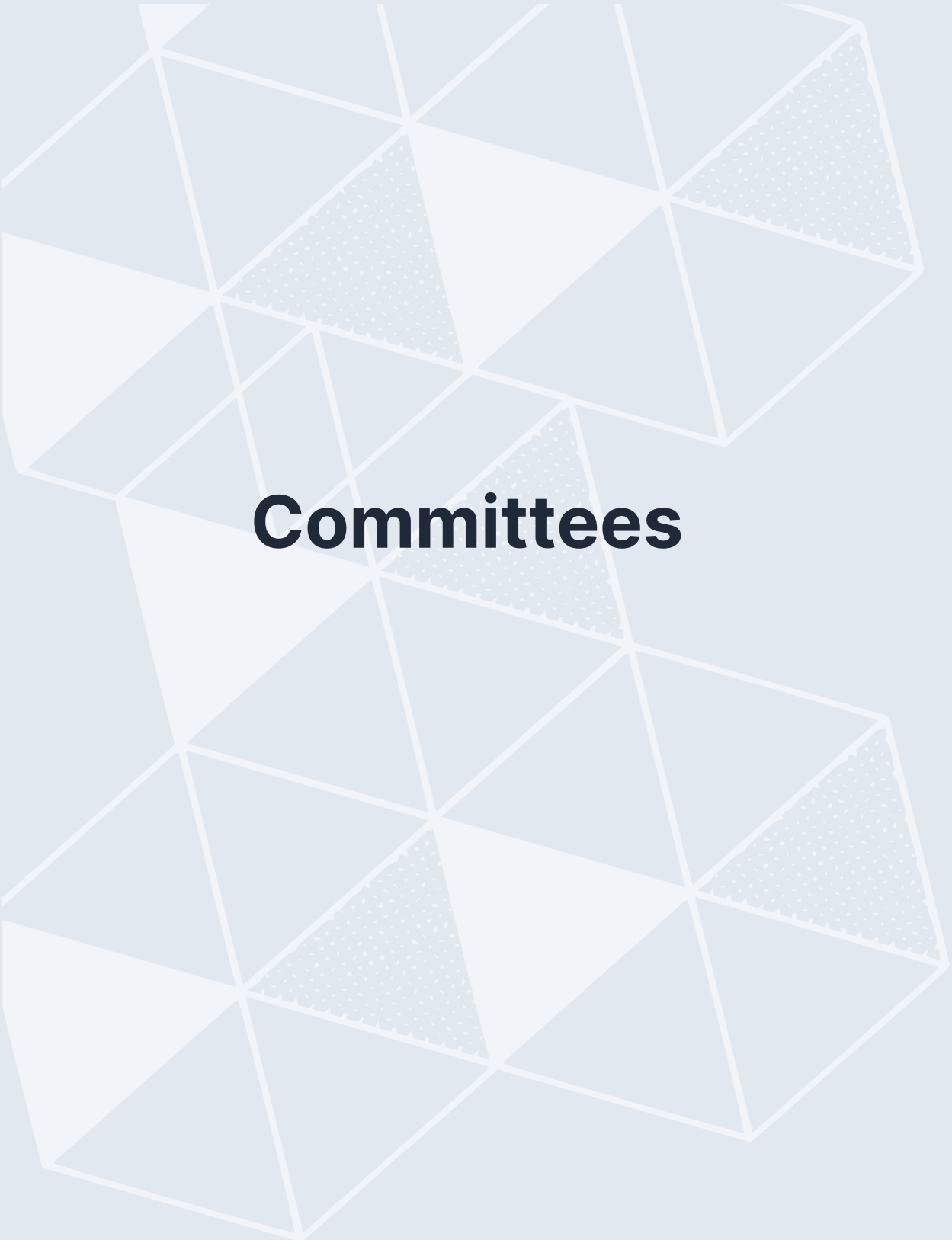
The **process for evaluating program effectiveness** includes:

1. **Formative Reviews** conducted at least twice per year to monitor implementation fidelity and assess progress toward goals.
2. **Summative Review** at the end of the school year to evaluate overall program outcomes and inform revisions to the Schoolwide plan.
3. **Integration into the CNA process** for the following school year, ensuring that evaluation results guide the identification of campus strengths, needs, and priorities.

This structured documentation and evaluation process ensures that all stakeholders can track program effectiveness and that data-driven decisions inform continuous improvement.

Title I Personnel

Name	Position	Program	FTE
Donna Person	General Instruction Aide		1
Elizabeth Davis	Academic Specialist		1
Josey Benavidez	Student Success Coach		1
Yasmin Suarez	Parent Liaison		1



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 1, 2025 @ 4:00 PM	Library	--	CMS 25-26 CIC Meeting Agenda Minutes 10-1-25.pdf
November 5, 2025 @ 4:00 PM	Library	--	CMS 25-26 CIC Meeting Agenda Minutes 11-5-25.pdf
February 11, 2026 @ 4:00 PM	Library	--	--
April 1, 2026 @ 4:00 PM	Library	--	--

Members

First Name	Last Name	Position	Committee Role
Manuel	Espino	Prinicipal	Administrator
Marquette	McGee	Assistant Principal	Administrator
Elizabeth	Davis	Academic Specialist	Non-Classroom Professional
Sheniqua	Tobe	District Representative	District Representative
Brittany	Avila-Soward	Social Studies Department Chair	Teacher
Julie	Carr	Science Department Chair	Teacher
Jorge	Davila	SPED Department Chair	Teacher
Mayra	Salazar-Ordaz	Math Department Chair	Teacher
Bryan	Sheard	ELAR Department Chair	Teacher
Luz	Alcaraz	Parent	Parent
Thania	Arredondo	Parent	Parent
Ashley	Perales	Parent	Parent
Roxana	Segovia	Parent	Parent
Maria	Godley	Community Member	Community Member
Hortencia	Miranda	Community Member	Community Member
Maria	Constanza	Business Representative	Business Representative



Funding Summary

Funding Summary

199 - General Funds

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

199 - General Funds: SCE

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

211 - Title I-A

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

1	1	3	--	\$0.00
1	1	4	--	\$0.00
1	1	5	--	\$0.00
1	2	1	--	\$0.00
1	2	2	--	\$0.00
1	2	3	--	\$0.00
1	2	4	--	\$0.00
1	2	5	--	\$0.00
1	3	1	--	\$0.00
1	3	2	--	\$0.00
1	3	3	--	\$0.00
1	3	4	--	\$0.00
1	3	5	--	\$0.00
1	4	1	--	\$0.00
1	4	2	--	\$0.00
1	4	3	--	\$0.00
1	4	4	--	\$0.00
1	4	5	--	\$0.00
1	5	1	--	\$0.00
1	5	2	--	\$0.00
1	5	3	--	\$0.00
1	5	4	--	\$0.00
1	5	5	--	\$0.00
2	2	1	--	\$0.00
2	2	2	--	\$0.00
3	1	1	--	\$0.00
Sub-Total				\$0.00

263 - Title III

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

