

Irving Independent School District



Travis Middle School

2025-2026 Campus Improvement Plan

Mission Statement

At Travis middle school, our mission is to ensure high levels of learning for all students academically and socially.

Vision

Empowering students to be global citizens and life-long learners.

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Comprehensive Needs Assessment

Demographics

Summary

Travis MS was built in 1965 on the north side of Irving bordering one of the most diverse areas in the United States. TMS serves students in sixth through eighth grade. The average enrollment is near 1,000 students with approximately one hundred students who attend on transfers. Travis MS is the only dual language middle school campus remaining in Irving ISD.

Travis Student Demographics Comparison Data for the 22-23 vs 23-24 school year are as follows:

	22-23	23-24	Difference
Hispanic	69.7%	73.4%	3.7%
African American	15.9%	13.6%	-2.3%
White	10.1%	8.6%	-1.5%
Asian	2.2%	2.6%	+ .4%
Two or More	1.5%	1.2%	- .3%
American Indian	.4%	.4%	0%
Pacific Islander	.2%	.2%	.0%
Male	50.26%	51.32%	+1.06%
Female	49.74%	48.68%	-1.06%
Economically Disadvantaged	89.3%	83.21%	-6.09%
Emergent Bilingual	48.1%	51.53%	+3.43%
SPED	7.72%	9.50%	+1.78%
GT	20.8%	20.49%	-.31%

Enrollment per grade level by year

6th Grade	7th Grade	8th Grade
292 (24-25)	345 (24-25)	299 (24-25)
337 (23-24)	289 (23-24)	321 (23-24)
288 (22-23)	326 (22-23)	357 (22-23)

Travis Staff Counts are as follows: Professional staff: 71 Paraprofessional: 11

Hispanic	African American	White	Asian	Two or More
18.7%	22.33%	38.7%	8%	5.3%

21% of our staff have less than 5 years of experience. Teacher retention rate for the 23-24 school year is 74% - same as the district's retention rate.

Enrollment in High School EOC course are as follow:

- 25% of our 8th graders are enrolled in Algebra
- 20% of our 8th graders are enrolled in English I
- 21% of our 8th graders are enrolled in Biology.
- 29% of our 8th graders are enrolled in AP Spanish

34% of our school population are enrolled in the Dual Language program.

11% of our population are served through Special Education while 22% are served in gifted and talented.

In the sheltered English program, we serve 8% of our student population.

The attendance rate for 23-24: 95.3% while 22-23 rate was 93.2% and 21-22 attendance rate was 93.76 %. Our attendance rate is trending back up. Travis had 2 students with a drop out lever code of 98.

Chronic Absenteeism Data

Ethnicity	Percentage of Chronic Absences	Number of Chronic Absences
Asian	1.60%	2
Black or African American	22.40%	28
Hispanic/Latino	65.60%	82
Native Hawaiian or Other Pacific Islander	0.80%	1
Two or More Races	1.60%	2
White	8.00%	10
Grand Total	100.00%	125

Discipline Data 24-25

Disciplinary Incident Counts/Percentages		
#7 & #8 - Count/Percentage of disciplinary incidents by ethnicity	Number of Disciplinary Incidents	Percentage of Disciplinary Incidents
American Indian or Alaska Native	2	0.8%
Asian	2	0.8%
Native Hawaiian or Other Pacific Islander	0	0.0%
Black or African American	30	11.8%
Hispanic/Latino	206	80.8%
White	18	7.1%
Two or More Races	12	4.7%

ISS (total days)	OSS (total days)	Referral (number of)	DAEP (total days)
504 (24-25)	244 (24-25)	244 (24-25)	772 (24-25)
552 (23-24)	130 (23-24)	509 (23-24)	262 (23-24)
305 (22-23)	56 (22-23)	307 (22-23)	219 (22-23)

Strengths

At TMS, 20% of our students are enrolled in the gifted and talented program. We have 82 students enrolled in AP Spanish that is fed through our Dual program that has 326 enrolled students.

- 34% is enrolled Dual Language, high school EOC courses, and Gifted & Talented (20.5%)classes
- 25% of our 8th graders are enrolled in high school Algebra 1
- 20% of our 8th graders are enrolled in English 1
- 21% of our 8th graders are enrolled in Biology
- 29% are enrolled in AP Spanish
- 9.5% are served in Special education
- 8% of population is Sheltered instruction

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.	Tier I math instruction is not consistently differentiated or scaffolded to meet the diverse linguistic and academic needs of Hispanic students. Teachers need additional support in integrating academic vocabulary, visual representations, and structured problem-solving strategies to make grade-level math content accessible while maintaining rigor.
2	In 2025, EB students continue to demonstrate limited progress in English language proficiency, and they remain at risk of being identified for Targeted Support and Improvement (TSI) in math due to insufficient growth.	Instructional staff may not be consistently implementing sheltered instruction or language acquisition strategies across content areas and creating an over-reliance on translation rather than development of academic English proficiency.
3	In 2024-25, 14% of Travis students had less than 90% attendance, with Hispanic students making up 65.6% of these absences and African American students 22.4%. Chronic absenteeism disproportionately affects Hispanic and African American students, reducing instructional access and widening existing achievement gaps.	Lack of strong early warning and intervention systems to re-engage chronically absent students.

★ = Priority

Student Learning

Summary

2025 STAAR Data

	Approaches	Meets	Masters
6-8 Math	45%	22%	8%
6-8 Reading	60%	39%	16%
Science	61%	32.6%	9%
Social Studies	40%	16%	7%
Algebra 1	98%	71%	44%
Biology	100%	98%	45%
English 1	98%	97%	33%

Our 2025 STAAR Performance;

In Math, 22% (36% % in 2024) of students scored meets or above.

In Reading, 49% (52% % in 2024)of students scored meets or above.

In Science, 32.6% (40% % in 2024)of students scored meets or above.

In Social Studies,16% (15 % in 2024)of students scored meets or above.

Our 2025 High School EOC performance:

In Algebra, 71% (68% in 2024) of students scored at meets or above.

In Biology, 98% in 2025 (92% in 2024) of the students achieved meets or better.

English I had 97% in 2025 (97% in 2024) of our students achieve meets or better.

From Fall 2023 to spring 2024 MAP Data

6th grade Reading, 30% met of exceeded their expected RIT growth.

7th grade Reading, 34% met of exceeded their expected RIT growth.

8th grade Reading, 34% met of exceeded their expected RIT growth.

6th grade Math, 52% met of exceeded their expected RIT growth

7th grade Math, 39% met of exceeded their expected RIT growth

8th grade Math, 26% met of exceeded their expected RIT growth

Overall 2024 Composite TELPAS Comparison:

	2022	2023	2024
Advanced High	80/490 16.3%	55/474 11.6%	47/516 9.1%
Advanced	215/490 43.9%	213/474 44.6%	198/516 38.4%
Intermediate	148/490 30.2%	160/474 33.8%	187/516 36.2%
Beginning	47/490 9.6%	46/474 9.7%	84/516 16.3%

The percentage of students who scored Advanced High and Advanced on TELPAS has decreased the last three years from 60.2% to 47.5%.

On Domain II, Academic growth score, Travis had a scale score of 72, making a letter grade C, and a relative performance scale score of 80, with a letter grade of B. Therefore our overall domain score is a B.

The Hispanic and African American students are performing lower than the STATE in STAAR Math from the 2024 data (see Addendum)

For example, African American students are performing lower than the state in STAAR Math, Travis MS African American students were 21% lower than the state in grade 8 MATH STAAR in approaches performance level. Hispanic 8th grade students performed 53% compared to 66% in Math approaches level.

The Economically Disadvantage students did not meet their target in Math STAAR for the 2024 school year. Travis MS economically disadvantaged students had 31% passing STAAR Math while the goal was to reach 34% in Math. (See Domain III in addendum)

Domain III Comparison Performance including data on EB population and Special Education data for STAAR Reading and STAAR Math is located in the addendum.

Strengths

- Strong **EOC results** in Algebra I, Biology, and English I.
- Significant **gains in Science** STAAR performance.
- Robust **dual language and GT enrollment** that supports advanced pathways.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
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Economically disadvantaged students at Travis Middle School are not yet meeting math achievement and growth targets due to inconsistent implementation of targeted supports, interventions, and Tier I instructional practices aligned to grade-level standards. In 2025, only 26% of economically disadvantaged students scored at or above the "Meets" level on STAAR Math, falling short of the 35% goal.

Tier I math instruction lacks consistent differentiation and scaffolding to address the specific learning needs of economically disadvantaged students. Intervention systems are in place but are not consistently data-driven or aligned to core classroom instruction, resulting in limited progress toward closing skill gaps and meeting grade-level expectations.

2

Hispanic students at Travis MS are not yet meeting grade-level expectations in STAAR Math and Reading due to inconsistent Tier I instruction and language supports. In 2025, 54% scored Approaches in Math (vs. 66% statewide) and 53% scored Meets in Reading, reflecting a need for more consistent, scaffolded instruction to close achievement gaps.

Tier I instruction is not consistently differentiated or scaffolded to address the linguistic and academic needs of Hispanic students, many of whom are also emergent bilingual. Teachers need ongoing support to integrate sheltered instruction strategies, structured academic talk, and explicit vocabulary development within grade-level lessons to ensure equitable access to rigorous content.

3
★

In the 2025 STAAR data for math, 36% of students scored at or above the "Meets" level, showing no improvement from 2024. This indicates a need for more consistent Tier I instructional practices, targeted interventions, and progress monitoring to improve student achievement in math.

Tier I instruction in math is not consistently rigorous or aligned to grade-level standards. Teachers need additional support in using data to guide small-group instruction and scaffolding, ensuring that interventions directly address identified skill gaps and reinforce grade-level learning.

4

In the 2025 MAP Growth data, only 32% of 8th grade students met or exceeded their expected RIT growth, reflecting limited progress in closing math achievement gaps and highlighting the need for stronger Tier I instruction and targeted intervention supports.

Tier I math instruction does not consistently incorporate data-driven small-group instruction or differentiated scaffolds to address individual learning gaps. Teachers need continued support in using MAP data to plan targeted lessons, align interventions with core instruction, and provide ongoing progress monitoring to accelerate growth for all students, especially those below grade level.

5
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In the 2025 STAAR data, students in special education showed a 19% decrease in performance in 6th grade reading compared to the prior year, indicating a significant decline that requires targeted instructional support and intervention.

Tier I reading instruction and intervention are not consistently differentiated or scaffolded to meet the specific learning needs of students receiving special education services. Teachers need additional training to align accommodations, explicit reading strategies, and progress monitoring tools with grade-level standards to ensure equitable access and sustained growth in literacy skills.

6
★

English Learner (EB) students at Travis Middle School are demonstrating limited academic growth in mathematics due to inconsistent integration of language supports and scaffolded instruction during Tier I lessons. Strengthening math instruction to include structured academic talk, visual supports, and explicit vocabulary development is needed to accelerate progress and prevent TSI identification.

Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

7

African American and Hispanic students at Travis Middle School are performing below state averages in STAAR Math and Reading due to inconsistent implementation of differentiated Tier I literacy and math instruction, limited scaffolding, and insufficient monitoring for these subgroups.

Tier I instruction is not consistently differentiated to address the varied academic and linguistic needs of African American and Hispanic learners. Teachers need ongoing support in planning and delivering scaffolded lessons that integrate academic vocabulary, culturally responsive strategies, and formative data analysis to close learning gaps and accelerate growth.

8
★

Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.

Tier I math instruction is not consistently differentiated or scaffolded to meet the diverse linguistic and academic needs of Hispanic students. Teachers need additional support in integrating academic vocabulary, visual representations, and structured problem-solving strategies to make grade-level math content accessible while maintaining rigor.

★ = Priority

School Processes & Programs

Summary

Emphasis is placed on developing a master schedule that enables us to strategically place the best qualified personnel into the positions to best meet student needs. Within the master schedule we have developed time for our core content areas to collaborate daily through professional learning communities (PLC). The structure of that time provides opportunities to plan a backward design into highest leverage TEKS, high level questioning, exit tickets, and know/short charts. Time is also allocated to analyze student performance both within a department as well as a grade level. This allows teachers to adjust instruction frequently to better meet the needs of the students. Lastly, opportunities are built in for staff to observe and provide feedback to their peers as a means to grow and refine their craft through opportunities of role play and feedback. The goal is to allow teachers an goal have an self-analysis on first Tier 1 instructional strategies tailored to all student population, then analyze CFAs, interventions who need RTI and interventions.

To ensure that our students are receiving high quality instruction, we have implemented the use lesson-alignment and formative assessment during PLC. This document requires teachers to examine the specificity of the standards, how these standards are tested, develop instructional scaffolds and assessments to measure students mastery of these standards. They then align learning activities to the scaffolds for Tier 1 and 2 instruction. Professional development on topics such as data walls, data talks, and differentiation lessons with supports for our EB learners will be offered for our new teachers with after school clinics or lunch and learns.

With regards to student programs, our campus offers a dual language program that is dedicated to developing academically bilingual students. Travis also maintains a GT program that provides deeper and accelerated curriculum to the identified students. Additional programs available to students include Sheltered English, Art and Theatre Arts Clubs, Athletics and All Pro Dads. Our campus also houses a Verizon Innovative Learning Lab as well as CTE courses where students can engage in 21st century work. We are a one-to-one campus with all students having access to a Chromebook to facilitate learning.

Travis meets high school EOC requirements by offering Algebra, Biology, English I, Spanish and AP Spanish classes. We include parent information nights to raise their awareness of their children's opportunities.

Strengths

Strengths in this category stem from our master schedule which allocates time for PLCs daily. Additionally, RTI day is assigned for each content area to ensure intervention time for all tier students. In addition, collaboration time is built in for our core-content tested teachers.

To continue to develop our staff, we offer a variety of professional development opportunities, within staff meetings, and campus based offerings on professional learning days. To grow leadership capacity on campus, team leaders are asked to share their expertise in professional developments.

Travis presents a unique opportunity with our dual language program so that students can continue or begin study in becoming multi-lingual citizens. Because of our partnership with Verizon, students also have the unique opportunity to participate in classes designed to develop innovative technological skills.

Counselors and administrators work together to proactively address bullying as well as tackle bullying reports. Our students have multiple methods to report, both in person, electronically and anonymously. Counselors provide prevention on suicide and bullying through guidance lessons throughout the year and in each lesson taught counselors speak before the 2025 semester.

Parents play an active role in education by participating in classes designed to help them better understand and support their children's learning needs. Additionally, parent volunteers collaborate with the parent liaison on various activities that contribute to enhancing our school culture. Parent engagement is a focus strengthened by using tools such as social media, Kinvoled, School Messenger and our partnership with our parent liaison and PTO.

A house system program allows for students to build their character. Critter Coin is used campus wide to implement and incentivize positive behavior within the classroom and throughout the school. Students will receive points based on the positive trait they exhibit. After each 6 weeks students will be able to order from the Travis store through the Critter

Coin app and the Student Success Coach will deliver students orders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1★

Although the district has established a clear and consistent instructional framework, implementation across content areas and grade levels at Travis Middle School remains inconsistent. Variations in lesson design, instructional rigor, and use of aligned practices have limited the effectiveness of Tier I instruction and contributed to uneven student progress across subjects.

Teachers have varying levels of understanding and support in applying the district's instructional framework with fidelity. Professional learning and coaching have not yet ensured consistent expectations for lesson design, engagement strategies, and checks for understanding. As a result, instructional quality and rigor differ across grade levels and departments, impacting student learning outcomes

2

While the campus has provided professional development and support on instructional strategies designed to increase engagement among diverse learners, implementation of these practices remains inconsistent across classrooms. Limited evidence of student-centered, interactive learning strategies indicates a need for greater accountability and coaching to ensure engagement practices are consistently

Teachers have received training on engagement strategies but lack sustained follow-up, coaching, and feedback to support consistent classroom implementation. PLT discussions and lesson planning have not routinely emphasized active learning structures or student discourse, resulting in varied levels of engagement across grade levels and content areas.

3

Current data-tracking systems for intervention are inconsistent, making it difficult to monitor student progress and ensure that all learners--regardless of tier--receive targeted small-group support. Strengthening data collection and analysis practices is essential to improve the effectiveness and equity of intervention efforts across grade levels.

Teachers and intervention teams lack a unified system and consistent structures for tracking academic and behavioral data to guide small-group instruction. Progress-monitoring tools are underutilized, and data discussions in PLCs are not consistently focused on identifying intervention effectiveness or adjusting instructional strategies based on student needs.

4

Parent participation in PTO activities at Travis Middle School remains low, limiting opportunities for families to actively engage in campus initiatives and decision-making processes. Increasing meaningful, two-way communication and inclusive outreach efforts is needed to strengthen partnerships that support student success.

Current communication and outreach strategies are not fully meeting the needs or schedules of Travis families. Events and PTO activities are often scheduled without adequate input from parents, and communication channels may not be accessible or linguistically responsive for all families. As a result, parents may feel disconnected from campus events and decision-making opportunities.

5



Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.

Tier I math instruction is not consistently differentiated or scaffolded to meet the diverse linguistic and academic needs of Hispanic students. Teachers need additional support in integrating academic vocabulary, visual representations, and structured problem-solving strategies to make grade-level math content accessible while maintaining rigor.

 = Priority

Perceptions

Summary

Mission Statement: Travis Middle School is a collaborative community that promotes career ready citizens in a global society.

Vision Statement: Empowering students to be global citizens and life-long learners

Our campus will continue to focus on increased family and community involvement by offering opportunities throughout the year for parents and community members to participate on campus and in the educational process. The following events will be offered through our campus in an effort to unite all community stakeholders through a variety of instructional and family oriented learning opportunities:

- Meet the Teacher Night
- Open House
- All Pro Dads
- Fine Arts Events
- Athletic Events
- Parent Learning Classes
- Coffee with the Principal

At Travis MS, we have a parent liaison who conducts parent learning classes, recruits parent volunteers, and administers a parent survey to garner feedback on on parent and community needs. This information is shared so that we can be responsive to the needs of our community.

During the 2023-2024 school year, a climate survey offered to parents and staff alike.

Parents-based on survey responses collected

43% parents stated that they agree that Travis values the parents ideas, while 39.6% felt neutral of their ideas.

68% felt that their child was safe at school

70% felt that the school handled discipline fairly

71.9% felt they receive timely information about school related meetings or events

Leadership utilizes social media, kinvolved and school messenger to communicate frequently with parents about events, meetings, procedural changes and updates. Weekly newsletter or announcements are provided to parents with important events.

58% believe the school takes appropriate steps to reduce and/or eliminate bullying

Counselors provide prevention on suicide and bullying through guidance lessons throughout the year and in each lesson taught counselors speak before the 2025 semester.

During the 2023-2024 school year, a climate survey was offered to parents and staff:

Faculty-based on survey responses collected

62.8 said that their leadership team has my well-being in mind

60.5% said that my leadership team regularly seeks the input of employees as part of the decision-making and improvement process.

53.5% said that my leadership team makes decisions that support student learning.

Our teacher retention rate is in the upper 70's consistently. In 2022-2023 the teacher retention rate was 76% and in 2023-2024 the retention rate was 73.91%. Teachers with less than three years of experience are provided an on campus mentor and participate in the ConnectEd program for new teachers. Additionally, campus support staff such as the Academic Specialist and Interventionists provide support with planning and instruction.

Strengths


Travis's strengths in perception are as follows:

- Despite our attendance rates going down over the last couple of years, we continue to have the highest attendance rate amongst the middle schools in Irving ISD.
- Many of the district employees feel that Travis has a positive culture and perception, and as a result, many choose to place their children here on transfers from within the district and without.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The teacher retention rate decreased from 76% to 73.91% in 2024	Inconsistent instructional monitoring is causing staff to feel less supported.
2 ★	43% parents stated that they agree that Travis values the parents ideas, while 39.6% felt neutral of their ideas.	Communication Gaps: Insufficient communication about how parent input is acknowledged and utilized. Limited Engagement: Lack of opportunities for parents to share their ideas or participate in decision-making.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Economically disadvantaged students at Travis Middle School are not yet meeting math achievement and growth targets due to inconsistent implementation of targeted supports, interventions, and Tier I instructional practices aligned to grade-level standards. In 2025, only 26% of economically disadvantaged students scored at or above the "Meets" level on STAAR Math, falling short of the 35% goal.

Tier I math instruction lacks consistent differentiation and scaffolding to address the specific learning needs of economically disadvantaged students. Intervention systems are in place but are not consistently data-driven or aligned to core classroom instruction, resulting in limited progress toward closing skill gaps and meeting grade-level expectations.

2
★

Although the district has established a clear and consistent instructional framework, implementation across content areas and grade levels at Travis Middle School remains inconsistent. Variations in lesson design, instructional rigor, and use of aligned practices have limited the effectiveness of Tier I instruction and contributed to uneven student progress across subjects.

Teachers have varying levels of understanding and support in applying the district's instructional framework with fidelity. Professional learning and coaching have not yet ensured consistent expectations for lesson design, engagement strategies, and checks for understanding. As a result, instructional quality and rigor differ across grade levels and departments, impacting student learning outcomes

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In the 2025 STAAR data for math, 36% of students scored at or above the "Meets" level, showing no improvement from 2024. This indicates a need for more consistent Tier I instructional practices, targeted interventions, and progress monitoring to improve student achievement in math.

Tier I instruction in math is not consistently rigorous or aligned to grade-level standards. Teachers need additional support in using data to guide small-group instruction and scaffolding, ensuring that interventions directly address identified skill gaps and reinforce grade-level learning.

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43% parents stated that they agree that Travis values the parents ideas, while 39.6% felt neutral of their ideas.

Communication Gaps: Insufficient communication about how parent input is acknowledged and utilized. Limited Engagement: Lack of opportunities for parents to share their ideas or participate in decision-making.

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English Learner (EB) students at Travis Middle School are demonstrating limited academic growth in mathematics due to inconsistent integration of language supports and scaffolded instruction during Tier I lessons. Strengthening math instruction to include structured academic talk, visual supports, and explicit vocabulary development is needed to accelerate progress and prevent TSI identification.

Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

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Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.

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In the 2025 STAAR data, students in special education showed a 19% decrease in performance in 6th grade reading compared to the prior year, indicating a significant decline that requires targeted instructional support and intervention.

Tier I reading instruction and intervention are not consistently differentiated or scaffolded to meet the specific learning needs of students receiving special education services. Teachers need additional training to align accommodations, explicit reading strategies, and progress monitoring tools with grade-level standards to ensure equitable access and sustained growth in literacy skills.

 = 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
- Campus/District improvement plans (current and prior years)

Accountability Data

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

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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student failure and/or retention rates
- State-developed online interim assessments

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline 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 department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

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

Performance Objective 1

STAAR Mathematics Achievement

Baseline (2025): 30% of students in grades 6-8 scored Meets or above.

2026 Target: Increase to 40% Meets or above, with Special Education students improving from 12% to 15%.

Evaluation Data Source: MAP Reports, Unit Assessment Data, STAAR Reports
Intervention plans
Data meeting agendas

Strategy 1

The Travis Administration team and math academic specialist will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum (HQIM) and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.

Strategy's Expected Result/Impact: The Math teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor, improve tier 1 instruction, and improve STAAR scores.

Staff Responsible for Monitoring: Academic Specialist and Administration team.

Problem Statements: Demographics 1 - Student Learning 1, 3, 8 - School Processes & Programs 5

Funding Sources: Academic Specialist 211 - Title I-A, , Interventionist 211 - Title I-A, , IXL 199 - General Funds: SCE,

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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

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

Staff Responsible for Monitoring: Academic Specialist and ILT team

Problem Statements: Demographics 1 - Student Learning 1, 3, 6, 8 - School Processes & Programs 5

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

Moderate Progress

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Strategy 3

Implement targeted math intervention and enrichment through IXL, aligned with MAP Growth data and IXL Diagnostics, to address individual student learning gaps and accelerate mastery of grade-level standards. Teachers will assign prescriptive IXL skill plans based on each student's diagnostic profile and MAP performance to ensure personalized practice. Progress will be monitored in 3 week cycles, with intervention time scheduled during Win time and after-school tutorials to provide additional support.

Strategy's Expected Result/Impact: Increased Student Achievement:

The percentage of students in grades 6-8 scoring Meets or above on STAAR Math will increase from 30% (2025) to 40% (2026).

Special Education students will improve from 12% Meets in 2025 to 15% in 2026.

Growth on MAP Math Assessments:

At least 45% of students will meet or exceed their projected MAP Math growth target by spring 2026 (up from 35% in 2025).

SPED and EB students will show a minimum 10 percentage point increase in meeting growth targets.

Staff Responsible for Monitoring: Administrators, Academic Specialists, Interventionist, and teachers.

Problem Statements: Demographics 1 - Student Learning 1, 3, 6, 8 - School Processes & Programs 5

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.

Tier I math instruction is not consistently differentiated or scaffolded to meet the diverse linguistic and academic needs of Hispanic students. Teachers need additional support in integrating academic vocabulary, visual representations, and structured problem-solving strategies to make grade-level math content accessible while maintaining rigor.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Economically disadvantaged students at Travis Middle School are not yet meeting math achievement and growth targets due to inconsistent implementation of targeted supports, interventions, and Tier I instructional practices aligned to grade-level standards. In 2025, only 26% of economically disadvantaged students scored at or above the "Meets" level on STAAR Math, falling short of the 35% goal.

Tier I math instruction lacks consistent differentiation and scaffolding to address the specific learning needs of economically disadvantaged students. Intervention systems are in place but are not consistently data-driven or aligned to core classroom instruction, resulting in limited progress toward closing skill gaps and meeting grade-level expectations.

3

In the 2025 STAAR data for math, 36% of students scored at or above the "Meets" level, showing no improvement from 2024. This indicates a need for more consistent Tier I instructional practices, targeted interventions, and progress monitoring to improve student achievement in math.

Tier I instruction in math is not consistently rigorous or aligned to grade-level standards. Teachers need additional support in using data to guide small-group instruction and scaffolding, ensuring that interventions directly address identified skill gaps and reinforce grade-level learning.

6

English Learner (EB) students at Travis Middle School are demonstrating limited academic growth in mathematics due to inconsistent integration of language supports and scaffolded instruction during Tier I lessons. Strengthening math instruction to include structured academic talk, visual supports, and explicit vocabulary development is needed to accelerate progress and prevent TSI identification.

Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

8

Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.

Tier I math instruction is not consistently differentiated or scaffolded to meet the diverse linguistic and academic needs of Hispanic students. Teachers need additional support in integrating academic vocabulary, visual representations, and structured problem-solving strategies to make grade-level math content accessible while maintaining rigor.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.

Tier I math instruction is not consistently differentiated or scaffolded to meet the diverse linguistic and academic needs of Hispanic students. Teachers need additional support in integrating academic vocabulary, visual representations, and structured problem-solving strategies to make grade-level math content accessible while maintaining rigor.

Performance Objective 2

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics by 10% in May 2026.

6th grade Math, 52% to 57% met or exceeded their expected RIT growth

7th grade Math, 39% to 43% met or exceeded their expected RIT growth

8th grade Math, 26% to 29% met or exceeded their expected RIT growth

Evaluation Data Source: MAP Reports, Unit Assessment Data, STAAR Reports
Intervention plans
Data meeting agendas

Strategy 1

Math 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.

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

Staff Responsible for Monitoring: Assistant Principal and Principal

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

Moderate Progress

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Strategy 2

The Math teachers and Title 1 Intervention Specialists will utilize ST Math and IXL to monitor student progress regularly and make adjustments to intervention and extension plans as needed.

Strategy's Expected Result/Impact: Tier 2 interventions (in class during intervention) will be more effective in helping students to close achievement gaps.

Staff Responsible for Monitoring: Title 1 Interventionist Specialists

Funding Sources: Title 1 Intervention Specialists 211 - Title I-A, , IXL 199 - General Funds: SCE, \$4,850, Instructional Materials 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Performance Objective 3

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR reading from 36% to 46% by 2026.

Evaluation Data Source: MAP Reports, Unit Assessment Data, STAAR Reports
Intervention plans, IXL
Data meeting agendas

Strategy 1

The Math administrator will monitor teachers' lesson plans 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: The Math teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor.

Staff Responsible for Monitoring: ILT team, academic specialist and math interventionist

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

Considerable Progress

November

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Strategy 2

Math 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.

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

Staff Responsible for Monitoring: Assistant Principal and Principal

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

Considerable Progress

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Strategy 3

Teachers will focus on the 5 instructional strategies (stop and jot, think-pair-share, chunking, active monitoring, sentence stems) through professional learning communities and professional development. Teachers will develop questions that will be labeled on their exemplar and announce what they are looking for in their aggressive monitoring.

Strategy's Expected Result/Impact: Teachers will understand the level of mastery of their students and document data on their students identifying students through tiers.

Staff Responsible for Monitoring: Academic Specialist, Assistant Principals and Principal

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Performance Objective 4 High Priority

TMS Hispanics at meets and above will increase 27% to 32% by May 2026 on STAAR Math. Economically Disadvantaged students at meets and above will increase from 26% to 30%.

Evaluation Data Source: Unit Assessment Data, Interim Assessments, Intervention plans, IXL and ST Math

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Utilize the EB coach, Title 1 Interventionist, the Academic Specialist to focus on how sub group populations are performing with an item analysis through DDI analysis during PLT and strategic grouping through Win time.

Strategy's Expected Result/Impact: Improved Subgroup STAAR Performance:

Emergent Bilingual students will increase STAAR Reading Meets performance from 43% (2025) to 53% (2026).

Special Education students will increase STAAR Math Meets performance from 12% (2025) to 15% (2026).

African American students will reduce the discipline-to-enrollment disproportionality in ISS/OSS infractions by at least 5 percentage points by May 2026.

Stronger Use of Data in PLTs:

100% of grade-level PLTs will engage in DDI item analysis after common assessments, identifying student misconceptions by subgroup.

Each PLT will produce reteach plans that specifically address subgroup gaps, with evidence tracked in lesson plans and walkthroughs.

Strategic Student Support through WIN Time:

At least 80% of students in targeted subgroups (EB, SPED, African American) will participate in WIN Time small-group interventions based on item analysis.

WIN Time grouping adjustments will be documented every 3 weeks to ensure responsiveness to student progress.

Staff Responsible for Monitoring: Administrators, Academic specialists, interventionist, and emerging bilingual coach

Problem Statements: Demographics 1 - Student Learning 1, 6, 8 - School Processes & Programs 5

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

Formative Reviews

Moderate Progress

November

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.

Tier I math instruction is not consistently differentiated or scaffolded to meet the diverse linguistic and academic needs of Hispanic students. Teachers need additional support in integrating academic vocabulary, visual representations, and structured problem-solving strategies to make grade-level math content accessible while maintaining rigor.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Economically disadvantaged students at Travis Middle School are not yet meeting math achievement and growth targets due to inconsistent implementation of targeted supports, interventions, and Tier I instructional practices aligned to grade-level standards. In 2025, only 26% of economically disadvantaged students scored at or above the "Meets" level on STAAR Math, falling short of the 35% goal.

Tier I math instruction lacks consistent differentiation and scaffolding to address the specific learning needs of economically disadvantaged students. Intervention systems are in place but are not consistently data-driven or aligned to core classroom instruction, resulting in limited progress toward closing skill gaps and meeting grade-level expectations.

6

English Learner (EB) students at Travis Middle School are demonstrating limited academic growth in mathematics due to inconsistent integration of language supports and scaffolded instruction during Tier I lessons. Strengthening math instruction to include structured academic talk, visual supports, and explicit vocabulary development is needed to accelerate progress and prevent TSI identification.

Teachers are not consistently implementing language-integrated math instruction that aligns with the ELPS and supports conceptual understanding for EB students. Professional development and PLC planning have not fully emphasized academic vocabulary, structured language routines, and intentional scaffolds, resulting in missed opportunities to connect mathematical reasoning to language development.

8

Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.

Tier I math instruction is not consistently differentiated or scaffolded to meet the diverse linguistic and academic needs of Hispanic students. Teachers need additional support in integrating academic vocabulary, visual representations, and structured problem-solving strategies to make grade-level math content accessible while maintaining rigor.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Hispanic students at Travis Middle School are performing below state averages in STAAR Math, with an achievement gap of over 10 percentage points at the Approaches level. This gap reflects a need for more consistent implementation of rigorous, scaffolded Tier I math instruction and targeted supports to build conceptual understanding and readiness for high school coursework.

Tier I math instruction is not consistently differentiated or scaffolded to meet the diverse linguistic and academic needs of Hispanic students. Teachers need additional support in integrating academic vocabulary, visual representations, and structured problem-solving strategies to make grade-level math content accessible while maintaining rigor.

Performance Objective 5

STAAR Reading Achievement

Baseline (2025):45% of students in grades 6-8 scored Meets or above.

2026 Target: Increase to 55% Meets or above, with Emergent Bilingual students improving from 35% to 45%.

Strategy 1

Teachers will use MAP Growth Reading data and IXL skill diagnostics to identify gaps in comprehension, vocabulary, and inferencing skills. Students will be assigned personalized IXL Reading skill plans during WIN Time, advisory, and tutorials. Teachers will monitor student progress through weekly IXL reports and adjust instruction in PLTs using data-driven instruction (DDI) protocols.

Strategy's Expected Result/Impact: The percentage of students in grades 6-8 scoring Meets or above on STAAR Reading will increase from 45% (2025) to 55% (2026).

At least 50% of students will meet or exceed their MAP Reading growth projection from Fall 2025 to Spring 2026 (baseline 38%).

80% of students will demonstrate growth on IXL Reading skill plans, as shown by weekly proficiency reports.

Teachers will integrate MAP + IXL reports into PLT discussions, with documented reteach plans targeting specific TEKS.

Staff Responsible for Monitoring: Administrators, Academic specialists, interventionist, and emerging bilingual coach

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

Moderate Progress

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Performance Objective 6

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 38% in 2025 to 48% by May 2026. Increase the percentage of SPED students who meet or exceed projected growth from 23% in 2025 to 33% by May 2026.

Evaluation Data Source: NWEA Reports

Strategy 1 Targeted Support Strategy

Implement consistent, evidence-based reading practices across grades 6-8 that emphasize academic vocabulary development, close reading strategies, and structured student discourse. Teachers will integrate differentiated supports and language scaffolds aligned to the ELPS to ensure Emergent Bilingual (EB) students can access and engage with grade-level texts.

Strategy's Expected Result/Impact: Students will demonstrate increased comprehension and vocabulary application across content areas, as measured by classroom assessments, MAP Growth Reading results, and STAAR Reading performance. EB students will show improved language proficiency and reading fluency through intentional integration of ELPS strategies and small-group instruction.

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers

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

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

Title I: 2.5.1, 2.5.3

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Moderate Progress

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Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

In the 2025 STAAR data, students in special education showed a 19% decrease in performance in 6th grade reading compared to the prior year, indicating a significant decline that requires targeted instructional support and intervention.

Tier I reading instruction and intervention are not consistently differentiated or scaffolded to meet the specific learning needs of students receiving special education services. Teachers need additional training to align accommodations, explicit reading strategies, and progress monitoring tools with grade-level standards to ensure equitable access and sustained growth in literacy skills.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Although the district has established a clear and consistent instructional framework, implementation across content areas and grade levels at Travis Middle School remains inconsistent. Variations in lesson design, instructional rigor, and use of aligned practices have limited the effectiveness of Tier I instruction and contributed to uneven student progress across subjects.

Teachers have varying levels of understanding and support in applying the district's instructional framework with fidelity. Professional learning and coaching have not yet ensured consistent expectations for lesson design, engagement strategies, and checks for understanding. As a result, instructional quality and rigor differ across grade levels and departments, impacting student learning outcomes

Performance Objective 7

Increase the percentage of students who score at Meets Grade Level or above in Algebra I from 68% in 2025 to 78% by May 2026. Increase the percentage of Hispanic students who score at Meets Grade Level or above from 63% in 2025 to 73% by May 2026.

Evaluation Data Source: Unit Assessment Data, Interim Assessments, Intervention plans, IXL and ST Math

Strategy 1

Strengthen Tier I Algebra I instruction through lesson design that emphasizes conceptual

understanding, real-world problem solving, and structured academic discourse. Teachers will utilize data-driven small-group instruction, reteach cycles, and ongoing formative assessments to address skill gaps, with intentional supports and scaffolds for Hispanic students to ensure equitable access to rigorous content.

Strategy's Expected Result/Impact: Students will demonstrate improved mastery of algebraic concepts, problem-solving accuracy, and mathematical reasoning as evidenced by classroom assessments, common unit exams, and interim STAAR benchmarks. Hispanic students will show measurable growth in both conceptual understanding and STAAR performance due to increased access to differentiated supports and structured academic talk routines in math classrooms.

Staff Responsible for Monitoring: Instructional Leadership Team, Alg. 1 Teacher

Funding Sources: 199 - General Funds,

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Moderate Progress

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Goal 2

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

Performance Objective 1 High Priority

By May 2026, Travis Middle School will enhance the learning environment by strategically increasing the use of instructional technology, including programs such as IXL and Amira, to support daily intervention and targeted gap building. In addition, the campus will strengthen the PLC process to improve instructional planning practices and ensure alignment of interventions with student needs.

Evaluation Data Source: Data Reports, Evaluation Data Sources: Instructional planning calendars, PLT Agendas, Lesson Plans, HB1416 Requirements

Strategy 1

Using the Bambrick Waterfall, the Campus Instructional Coaching Team will identify the effectiveness level of all teachers and identify 12 teachers to coach (Principal, Assistants Principals, Bilingual Instructional Coach and Academic Specialist will coach two-three teachers each, and the Digital Learning Coach and Emerging Bilingual coach will coach 2-3 teachers each)

Strategy's Expected Result/Impact: Increase in teacher effectiveness

Staff Responsible for Monitoring: Assistant Principals, Academic Specialists, Emergent Bilingual Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

The Campus Instructional Coaching Team will calendar/schedule 4 - 8 classroom walkthroughs for each campus teacher throughout the school year (based on level of effectiveness and year of teaching experience) and use a system to calibrate and monitor the observations. At least five sets of administrator team calibrations will take place throughout the school year.

Strategy's Expected Result/Impact: Increase in teacher effectiveness

Staff Responsible for Monitoring: Assistant Principals, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Strategy 3

The Instructional Team will focus on mini PD sessions for new teachers for continuous support with data tracking, data support, and differentiation.

Strategy's Expected Result/Impact: Teachers will be able to practice tracking of their students performance

Staff Responsible for Monitoring: ILT team (Academic Specialist, Principal, and Assistant Principals)

Formative Reviews

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Performance Objective 2

Travis MS will decrease the number of ISS and OSS days for African American students who make up 12.4% of enrolled students but account for 24.3% of discipline infractions

Evaluation Data Source: Cognos reports to identify discipline referrals

Strategy 1

By target students who are displaying a high number of referrals in the beginning of the year, will allow to investigate the reasons by which the student is being given referrals.

Strategy's Expected Result/Impact: Teachers will learn how to monitor their progress with building relationships with students

Staff Responsible for Monitoring: Student Success Coach and Assistant Principals

Funding Sources: Student Success Coach 211 - Title I-A, \$77,500

Formative Reviews

Some Progress

November

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Performance Objective 3

Decrease the number and percentage of students who are chronically absent from 14% to 10% by May 2026.

Decrease the number and percentage of Hispanic students from 65% to 55% by May 2026.

Evaluation Data Source: Data reports, Behavior contracts, SSC intervention

Strategy 1

Implement a comprehensive attendance monitoring and intervention system that emphasizes proactive communication, relationship-building, and family partnerships. Teachers, counselors, and attendance clerks will collaborate to identify students with emerging attendance issues and provide tiered interventions, including personalized outreach, attendance contracts, mentorship programs, and family engagement efforts that address barriers to attendance--particularly among Hispanic students.

Strategy's Expected Result/Impact: Increased student attendance rates and reduced chronic absenteeism as a result of earlier identification, stronger family engagement, and more responsive intervention systems. Families will report improved communication and understanding of attendance expectations, while teachers and staff will observe increased student participation and consistency in learning.

Staff Responsible for Monitoring: Administrators, Attendance Clerk, and Teachers

Formative Reviews

Considerable Progress

November

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Performance Objective 4

Decrease the percentage of in and out of school suspensions for African American students that are disproportionately referred for disciplinary action from 9.6% to 8% by May 2026.

Decrease the number of discretionary referrals for African American students from 9.6% to 8% by May 2026

Evaluation Data Source: Data reports, Behavior contracts, SSC intervention

Strategy 1

Implement a restorative discipline framework focused on relationship-building, culturally responsive classroom management, and equitable intervention practices. Staff will receive ongoing professional learning in restorative practices, de-escalation techniques, and bias awareness. Administrators and teachers will use data tracking systems to monitor disciplinary referrals and identify patterns, ensuring early intervention and consistent application of positive behavior supports for African American students.

Strategy's Expected Result/Impact: Increased use of proactive, restorative approaches will reduce exclusionary discipline and improve campus climate. Teachers will demonstrate greater consistency in implementing classroom management and de-escalation strategies, while African American students will experience more equitable disciplinary outcomes and improved sense of belonging.

Staff Responsible for Monitoring: SSC, Administrators

Problem Statements: Perceptions 2

Funding Sources: 199 - General Funds,

Formative Reviews

Moderate Progress

November

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Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

43% parents stated that they agree that Travis values the parents ideas, while 39.6% felt neutral of their ideas.

Communication Gaps: Insufficient communication about how parent input is acknowledged and utilized.

Limited Engagement: Lack of opportunities for parents to share their ideas or participate in decision-making.

Performance Objective 5

Travis Middle School will reduce the number of referrals from the 2025 school year of level ISS referrals, by 10% for the 2026 school year.

Evaluation Data Source: Cognos Reports by infractions

Strategy 1

Referral counts and reasons will be pulled every 6 weeks and reviewed by the student success coach and AP's. Teachers with a high number of referrals will be coached by the SSC and their supervisor. Students with multiple referrals will be provided a mentor and/or be pulled once a week for a group mentoring session with the SSC.

Strategy's Expected Result/Impact: By identifying students who are displaying a high number of referrals early in the process, student behavior can be improved allowing for an understanding of their behavior and create an increase in school culture.

Staff Responsible for Monitoring: Student Success Coach

Funding Sources: 211 - Title I-A, \$77,500

Formative Reviews

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Goal 3

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

Performance Objective 1

Increase family engagement and participation by ensuring that Travis Middle School hosts at least one parent and family involvement activity per month--such as curriculum nights, family workshops, or cultural heritage events--by May 2026, to strengthen school-home partnerships and support student academic and social success.

Evaluation Data Source: Parent Surveys, attendance sign in sheets.



State Compensatory Education

State Compensatory

Budget for Travis Middle School

Total SCE Funds: \$13,400.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The SCE budget is used to provide Professional Development for staff on providing effective methods of intervention for students. Intervention methods are intended to decrease learning gaps for students. The budget will also be used to provide additional supplies for enrichment student learning.



Title I Summary

Title I

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

1.1 Description of CNA Process

Please see Title1Crate for the following documentation.

1.2 Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

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

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

Please see Title1Crate for the following documentation.

2.2 Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Linda Molinar	Academic Specialist		1
Mahsa Jahdi	Title I aide		1
Vacant	TI Parent Liaison		1
Vacant	Student Success Coach		1
Zaylin Washington	Title 1 General Aide		1



Committees

Committees

Campus Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
February 13, 2026 @ 3:00 PM	TMS	--	--
November 17, 2025 @ 5:00 PM	TMS	--	--
January 5, 2026 @ 3:00 PM	TMS	--	--
October 24, 2025 @ 3:00 PM	TMS	--	--

Members

First Name	Last Name	Position	Committee Role
Lisa	Wood	Counselor	Counselor
Jessica	Stowe	GT Teacher	Teacher
Cynthia	Rosas	Special Education Teacher	Teacher
Jeremiah	Fincher	Principal	Chairman
Vicki	Somers	Parent	Parent
Priscilla	Ramos	Parent	Parent
Maithili	Shenoy	Math Teacher	Teacher
Joaquin	Machado	Social Studies Teacher	Teacher
Anneliese	Cutler	Science Teacher	Teacher
Latoya	Ellis	ELAR Teacher	Teacher
Nadia	Eimandoust	Teacher-electives	Teacher
Hilary	Saenz	Owner of a Business	Business Partner
Anna	Brown	Assistant Principal	AP
Karen	Harper	Assistant Principal	AP



Funding Summary

Funding Summary

199 - General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1		--	\$0.00
1	7	1		--	\$0.00
2	4	1		--	\$0.00
Sub-Total					\$0.00

199 - General Funds: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	IXL	--	\$0.00
1	2	2	IXL	--	\$4,850.00
Sub-Total					\$4,850.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Specialist	--	\$0.00
1	1	1	Interventionist	--	\$0.00
1	2	2	Title 1 Intervention Specialists	--	\$0.00
1	2	2	Instructional Materials	--	\$0.00
1	6	1		--	\$0.00
2	2	1	Student Success Coach	--	\$77,500.00
2	5	1		--	\$77,500.00
Sub-Total					\$155,000.00



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

