

# Irving Independent School District



## Houston Middle School

## 2025-2026 Campus Improvement Plan

# Mission Statement

At Sam Houston Middle School we are committed to the success of all students by embracing, empowering and engaging students through collaborative learning experiences, positive relationships, and continuous growth.

# Vision

All students will achieve their full potential at Sam Houston Middle School.

# Value Statement

AVID Culture, College Readiness

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# Comprehensive Needs Assessment

# Demographics

## Summary

Sam Houston Middle School is nestled in Irving, Texas's heart, serving a vibrant and diverse community. Our student population reflects a rich blend of cultural and ethnic backgrounds, fostering an environment where diversity is celebrated and inclusion is paramount. Sam Houston Middle School is an open-enrollment campus with a student body for the 2024-2025 school year comprised of 758 students. This is with a small decrease of 6 students from the 23-24 school year. We have seen little change in our demographic breakdown over the years. Our student population is composed of the following student groups:

### Demographics: Number Percentage

African American 228 = 30.8%

American Indian/Alaskan Native 19 = 2.5%

Asian 40 = 5.28%

Hispanic 405 = 53.4%

Native Hawaiian/Pacific Islander 9 = 1.19%

Two or More 14 = 1.8%

White 43= 5.6%

Female 364 46.3%

Male 423 53.7%

### **Other Campus Demographics:**

Economically Disadvantaged 81.4%

EB- Emergent Bilingual 50.8%

Special Education = 13.6.7%

504 Students = 4.35%

Gifted/Talented = 12.2%

At-Risk= 81.4%

Homeless= 1.72%

### **Attendance & Discipline:**

- **Attendance 94.7% in 2024–25**, and stayed consistent with the same percentage from LY at 94.7.
- **Discipline referrals dropped by 20%**, ISS by 40%, and OSS by 64%.

Component	Points Earned	Points Possible	Score
English Language Proficiency - # points earned out of 4			
English Language Proficiency	3	4	

### **22-23 School Year Attendance 92.5%**



**Percent In Attendance  
2024 - 2025**

94.7%

**Attendance - Subpop**

	PIA Cumulative
	2024-2025
All Students	94.7%
<b>Ethnicity</b>	
Hispanic/Latino	94.2%
American Indian or Alaska Native	97.4%
Asian	96.1%
Black or African American	95.1%
Native Hawaiian or Other Pacific Islander	94.2%
White	95.9%
Two or More Races	94.3%

The overall Chronic Absenteeism Rate for 2024-2025 is 13.9%, with white students making up a disproportionate 25% of that group.

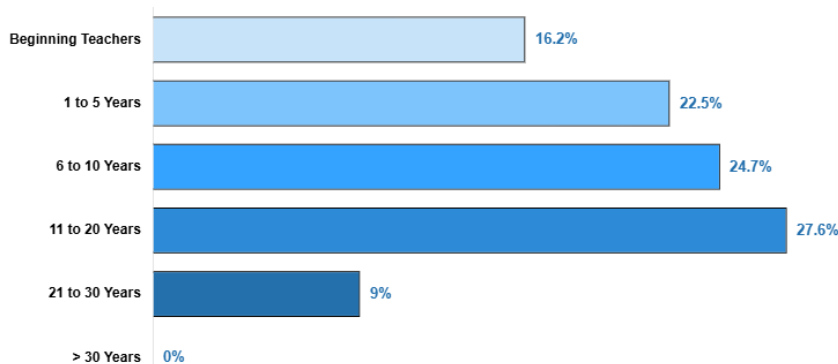
**Mobility Rate** is 26.79%

Student Movers 236 Total

[Student Mobility Rate Report for All User Accessible Campuses for All Students](#)

	2022 - 2023			2023 - 2024			2024 - 2025		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Houston Middle	276	976	28.28%	215	888	24.21%	236	881	26.79%

**Teachers by Years of Experience**



**Strengths**

Sam Houston Middle School's greatest strength is our diverse student population, which enhances the learning environment and

prepares students for life in a multicultural society. Our diversity, comprised of Hispanic (54.4%), African American (29.5%), and Economically Disadvantaged (84.8%) populations, allows us to focus on building meaningful connections with parents, stakeholders, and partners in education. This commitment is evident through community outreach events such as the Fall Festival, Winter Festival, and parent information nights throughout the year. Additionally, we recognize the needs of our economically disadvantaged families by providing free breakfast and lunch, school supplies, and uniforms to ensure equity and access for all.

In addition to our demographic strengths, we've seen significant progress in other key areas. Attendance has remained strong, holding steady at 94.5% in the 2023–2024 school year and showing consistent trends in 2024–2025, reflecting our collective efforts to foster a supportive and engaging school environment.

Our discipline data has also shown continued improvement. Total days served in In-School Suspension (ISS) decreased from 336 days in 2022–2023 to 202 days in 2023–2024, a 40% reduction. Out-of-school suspension (OSS) days served dropped from 146 to 52 days, a significant 64% decrease. Additionally, referral counts declined from 245 to 197, a 20% reduction, underscoring the positive impact of our behavioral interventions and culture-building strategies.

These strengths demonstrate our commitment to fostering a well-rounded, supportive environment where students from all backgrounds can thrive both academically and socially.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our Hispanic students are not performing at the same level as other student groups in reading on the STAAR assessment	70% of our Hispanic student population is LEP. Teachers have not been appropriately trained to implement appropriate ESL strategies and scaffolding improved Tier 1 instructions.
2	We have an over-representation of male students serving ISS, with a percentage of 23% male students and 19% females	The absence of comprehensive training on differentiated behavior management strategies for male students has led to an over representation of male students in ISS.
3 ★	While our campus attendance rate is trending with the district, we are experiencing notable attendance challenges, particularly among our Hispanic students, who have the lowest attendance rate among all sub-populations.	There may be cultural or socioeconomic factors impacting the engagement of Hispanic students, leading to decreased motivation for consistent school attendance. Additionally, our new attendance clerk could benefit from professional development to enhance attendance tracking and follow-up strategies.

★ = Priority

# Student Learning

## Summary

STAAR Data 24-25

STAAR Performance	Reading	Math	Science	Social Studies
Approaches GL or Above	62%	56%	77%	44%
Meets GL or Above	38%	29%	48%	19%
Masters GL	15%	11%	14%	7%
Component Score				35

Component	Points Earned	Points Possible	Score
English Language Proficiency	3	4	75.0

### Student Groups: STAAR Meets or above 24-25

#### Domain 3: Student Growth

Group	Reading	Math	Summary
African American	3 pts → 62% (Target 58%, <b>Met</b> Growth Target)	2 pts → 59% (Target: 62%, ↑ <b>improved from LY from 55%</b> )	✓ Met target in Reading, improved in Math
Two or More Races	3 pts → 88% (Target: 68%, <b>Met</b> Growth Target ↑ improved from LY from 62%)	0 pts → 52% (Target: 71%, ↓ <b>declined</b> from LY from 62%)	↑ <b>Strong</b> growth in Reading; <b>declined</b> in Math
High Focus	0 pts → 57% (Target: 58%, ↓ <b>declined</b> from LY from 61%)	1 pt → 58% (Target: 62%, ↑ <b>improved from LY from 53%</b> )	✗ Declined in Reading; minor growth in Math
All Students	0 pts → 58% (Target: 63%, ↓ <b>declined</b> from LY from 62%)	2 pt → 60% (Target: 67%, ↑ <b>improved from LY from 54%</b> )	✗ Declined in RLA; solid improvement in Math

### 24-25 Targeted Support and Improvement: EB/EL (Current & Monitored)

#### TSI- EB/ EL (Current & Monitored)

- 1 Year Away from TSI

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of students missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	1	2	1	-	2	-	1	1	3	0	-	2
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	3	3	1	-	3	-	3	3	3	3	0	3
2024	3	3	2	3	0	-	0	3	3	0	-	3
2025	3	0	0	0	0	-	1	3	0	3	0	0
Academic Achievement Status: Mathematics												
2023	2	1	2	-	0	-	2	2	1	2	0	2
2024	0	0	0	3	1	-	0	0	0	0	-	0
2025	2	1	1	0	0	-	1	1	0	1	0	1
Academic Growth Status: RLA												
2023	3	0	0	-	0	-	0	0	0	0	3	0
2024	3	3	0	0	2	-	2	3	0	1	-	3

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2025	3	0	0	3	0	-	3	3	0	3	0	0
Academic Growth Status: Mathematics												
2023	3	0	3	-	3	-	1	1	1	3	1	0
2024	0	0	0	0	0	-	0	0	0	0	-	0
2025	1	2	2	0	2	-	0	2	2	0	0	1
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2023	0	0	2	3	1	-	0	0	0	1	0	0
2024	1	0	1	3	1	0	0	1	1	0	1	1
2025	1	0	0	3	0	0	0	2	0	0	3	0
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023										0		
2024										2		
2025										3		

### Domain Growth Data

Part A: Academic Growth			
Assessments Earning 0.5 points	158	X 0.5	79.0
Assessments Earning 1 point	623	X 1	623
Annual Growth Points Earned			702
Accelerated Learning Points Earned	135	X 0.25	34
Sum of Annual Growth plus Accelerated Learning Points			735.75
Total Assessments			1255
School Progress, Part A: Academic Growth Raw Score			59

- 2025 BOY Projection RLA
  - 27% Approaches
  - 22% Meets
  - 13% Master
  
- 2025 BOY Projection Math
  - 26% Approaches
  - 18% Meets
  - 8% Master

## Strengths

### STAAR Student Learning Strengths:

Sam Houston MS Approaches/Meets/Master Percentages increased in the following areas:

Assessment	2023-2024 Meets or Above %	2024-2025 Meets or Above %
Math	26%	29%
Science	35%	37%

In 2024–2025, Houston Middle School made notable progress in English Language Proficiency, earning 3 out of 4 possible TELPAS accountability points with a score of 75, up from 2 out of 4 points in 2023–2024. This improvement reflects the effectiveness of language support strategies and targeted instruction for Emergent Bilingual students.

Component	Points Earned	Points Possible	Score	Weight
Academic Achievement	12	32	37.5	30.0
Growth or Graduation: Chosen Component (Academic Growth Status)	11	32	34.4	50.0
English Language Proficiency	3	4	75.0	10.0
School Quality or Student Success: Chosen Component (STAAR Component Only)	3	16	18.8	10.0

Houston Middle School demonstrated progress in Domain 3: Closing the Gaps, increasing its scaled score from 70 in 2023–2024

to 71 in 2024–2025. This upward movement reflects improvement across multiple student performance indicators and continued efforts to address academic disparities.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students under-performing in 8th grade Social Studies, with 15% meeting grade level or above.	The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.
2 ★	Students under-performing in Math, with 29% of all students meeting grade level or above.	New and less experienced teachers may not have sufficient support in implementing differentiated math instruction, leading to inconsistent delivery of Tier 1 instruction.
3 ★	Students under-performing in ELAR, with 38% of all students meeting grade level or above.	Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.
4 ★	Our EB/EL students are not performing at the same level as other student groups in reading on the STAAR assessment.	EB/EL students make up 51% of our population, and teachers have not received consistent training on ESL strategies and scaffolding to strengthen Tier 1 instruction and language development.

★ = Priority

# School Processes & Programs

## Summary

### Curriculum & instruction

Teachers from RLA, Math, Science, and Social Studies ensure students are aware of the TEK, Objective, and Demonstration of Learning all while utilizing the provided Irving ISD curriculum that embeds high-quality instructional materials.

Collaborative teaming is supported through protected time built into the campus master schedule, allowing teachers to meet Monday through Friday for structured instructional planning, including best practices in data-driven instruction (DDI). During the 2024–2025 school year, a key staffing shift included onboarding a first-year math interventionist, while leadership continuity was maintained in other roles. The prior year's challenge of developing foundational DDI knowledge among department chairs and interventionists was addressed in 2023–2024 through intentional training, modeling, and shadowing. Title I funds were used to create an additional instructional interventionist to provide Tier 3 interventions and model Tier 1 instruction for first- and second-year teachers, including TCS and Interim teachers. Notably, all but one of the previous year's TCS/Interim teachers have since earned certification, contributing to increased instructional capacity across the campus.

Enriching Students (ES) is another instructional tool implemented in the 2023-2024 school year. Teachers and staff utilized ES to schedule students in Collegiate Academy based on data and student needs, where teachers maximize small-group instruction while utilizing the high-quality instructions provided by Irving ISD.

### Staffing Certification & Experience

13% of the teaching staff is a TCS/Interim

22% of the teaching staff is a 1-2 year experienced teacher

### Extracurricular activities

Our school offers a vibrant array of extracurricular activities designed to cater to a wide range of interests and passions. At Houston Middle School, our extracurricular activity opportunities include our athletics department, offering football, basketball, soccer, and volleyball, Destination Imagination (D.I.), Dance, Cheer leading, Robotics, Mariachi, National Junior Honors Society, Student Council, AVID Club, Crime Stoppers.

### Technology

Our campus has one-to-one Chromebook access for all of our students.

Our Verizon Innovation Learning Lab will be available to our learners Spring 2024. Our students will engage with the VILS curriculum, furthering their access to technology and the skills they need to succeed in the digital world.

### Classroom management routine

All teachers are provided with classroom management routines with RISE during Texan Camp at the beginning of the school year. In addition, we have a minute-by-minute layout that allows teachers to structure entry and exit routines.

### Bullying, Drug, and Suicide Prevention

Teachers, staff, and students have access to Crime Stopper Anonymous reporting. In addition to the Anonymous Bullying Alert, Counselor-led Guidance Lessons and SRO-led Guidance Lessons.

### How we communicate with the community

If we don't tell our story, somebody else will. We promote Sam Houston events, activities, and accomplishments through social media and school messenger. Announcements and reminders are posted through all outlets. This year, parents receive a "Weekly Wrap Up" email that recaps highlights from the week and previews and promotes upcoming events. The marquee is continuously updated, promoting parent engagement opportunities.

### Professional development that provides an impact instruction

The ILT provides PD centered around the campuses' 4 big rocks: Academic Conversations, Aggressive Monitoring, Reading and Writing Across Curriculum, and PLC Framework DDI. These strategies are provided in PLC, Faculty Meetings, and after-school professional development.

#### System for Parental Involvement:

1. **Process to Involve Parents in the CNA:**We actively invite parents to participate in the Comprehensive Needs Assessment (CNA) process. During our Title I meetings, we provide information about the CNA and encourage parents to become part of the Campus Improvement Committee (CIC) as stakeholders. Additionally, we utilize School Messenger to communicate the importance of their involvement and keep them informed about meetings and opportunities.
2. **Volunteering Opportunities:**Sam Houston Middle School offers numerous volunteer opportunities for parents and community members. We share these opportunities through School Messenger and Kinvo, ensuring that our community is aware of ways they can get involved. Our Parent Liaison, Ms. Barron, also engages with parents in person during school events to inform them about available volunteer opportunities and encourage their participation.
3. **Parent Center:**We have an active Parent Center at Houston Middle School, where our Parent Liaison is located. This center serves as a hub for connecting with parents, providing them a welcoming space to support teachers and the campus. Parents are encouraged to use the center to learn and grow through workshops and informational sessions, fostering a strong partnership between home and school.

## Strengths

#### Curriculum & Instruction Strengths:

- **Collaboration Time:** A protected schedule allows daily structured planning and data-driven instruction.
- **New Staff Support:** Training and shadowing were provided to build a strong instructional foundation for leadership in the PLT process.

#### Extracurricular Activities:

- A variety of activities are offered, including athletics, Destination Imagination, Dance, Robotics, Mariachi, and Student Council, engaging diverse student interests.

#### Technology Access:

- Students have one-to-one Chromebook access, with the Verizon Innovation Learning Lab available in Spring 2024 to enhance technology skills.

#### Classroom Management:

- Comprehensive management routines are provided during Texan Camp, supporting structured entry and exit routines.

#### Safety Programs:

- Crime Stoppers Anonymous reporting and Counselor/SRO-led Guidance Lessons promote student safety.

#### Community Communication:

- Events and achievements are shared through social media and weekly "Wrap Up" emails to parents, encouraging engagement.

#### Professional Development:

- The ILT provides impactful training on Academic Conversations, Aggressive Monitoring, and Data-Driven Instruction through PLCs and faculty meetings.

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.</p>	<p>Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.</p>
<p><b>2</b> ★</p> <p>Turnover and 10% decline in teaching staff over 2 years; some uncertified staff.</p>	<p>Gaps in mentoring and the lack of a structured retention plan have limited support and development for new and early-career teachers.</p>

★ = Priority

# Perceptions

## Summary

At Sam Houston Middle School, students and visitors are welcomed to the campus by a friendly front office staff that swiftly assists with visitors' needs. Additionally, Sam Houston Middle School has a parent center which is managed by our Parent Liaison. The Parent Liaison provides learning and volunteer opportunities on campus. The following events are offered throughout the school year to unite all community stakeholders through a variety of instructional and family-oriented learning opportunities:

- Parent Education Workshop
- All Pro Dads Meeting
- Campus Open House Nights
- Parent Conference Nights
- Athletic events

**Staff Turnover Rate: 25%**

### Climate Survey Results- Overall Score 67

Based on the images from your Climate Survey document, here's a breakdown of the key areas being evaluated:

1. **Overall Climate Survey Score:** The school received an overall score of **67**.
2. **Parent Input/Communication:** Overall, parents feel that the school welcomes their input when making decisions that affect their child. Parents have been given opportunities to provide feedback for school improvement and receive timely information about school events. Additionally, **80% of parents** feel that their child is safe at school.
3. **Student Feedback:** Most of our students help with family responsibilities, feel overwhelmed and stressed, and aim to avoid getting into trouble at school.
4. **Teacher Feedback about Student Learning: 96% of teachers** believe that leadership makes decisions that support student learning. Additionally, most of the leadership understands how to use relevant data to guide improvement.
5. **Teacher Feedback about Leadership: 95% of teachers** feel that leadership keeps staff well-being in mind.

### Mentoring Programs for students

- Counselling Small Group Mentoring

## Strengths

Sam Houston demonstrates a commendable level of parent involvement, with consistent engagement in various events and activities throughout the academic year. This active participation from parents greatly enriches the school community.

The climate surveys display strengths in the area of site-based decision-making & ambition. The school community values and excels in site-based decision-making, with a clear commitment to involving stakeholders in shaping the school's direction. In


addition, there is a notable culture of ambition within the school, where staff, students, and stakeholders are motivated to achieve higher levels of excellence and innovation.

Sam Houston maintains a robust teacher culture, characterized by a strong sense of cohesion and professional satisfaction. The low 25% staff turnover rate speaks to the dedication and contentment of our teaching staff, contributing to a stable and positive learning environment.

# Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>As a campus, we did not offer consistent parent volunteer opportunities.</p>	<p>The recent transition to a new Parent Liaison role has created a learning curve in establishing effective strategies for engaging and increasing parent volunteers. Additionally, targeted professional development is needed to enhance the liaison's ability to recruit, communicate with, and involve parents in campus activities.</p>
<p><b>2</b> ★</p> <p>Community partnerships and engagement opportunities are limited, reducing the campus's ability to connect students and families with additional resources and enrichment experiences.</p>	<p>A lack of structured outreach and partnership coordination has limited consistent collaboration with local businesses, organizations, and community mentors to support campus initiatives and student development.</p>

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Our Hispanic students are not performing at the same level as other student groups in reading on the STAAR assessment

70% of our Hispanic student population is LEP. Teachers have not been appropriately trained to implement appropriate ESL strategies and scaffolding improved Tier 1 instructions.

2  
★

There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.

Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

3  
★

As a campus, we did not offer consistent parent volunteer opportunities.

The recent transition to a new Parent Liaison role has created a learning curve in establishing effective strategies for engaging and increasing parent volunteers. Additionally, targeted professional development is needed to enhance the liaison's ability to recruit, communicate with, and involve parents in campus activities.

4  
★

While our campus attendance rate is trending with the district, we are experiencing notable attendance challenges, particularly among our Hispanic students, who have the lowest attendance rate among all sub-populations.

There may be cultural or socioeconomic factors impacting the engagement of Hispanic students, leading to decreased motivation for consistent school attendance. Additionally, our new attendance clerk could benefit from professional development to enhance attendance tracking and follow-up strategies.

5  
★

Students under-performing in Math, with 29% of all students meeting grade level or above.

New and less experienced teachers may not have sufficient support in implementing differentiated math instruction, leading to inconsistent delivery of Tier 1 instruction.

6  
★

Our EB/EL students are not performing at the same level as other student groups in reading on the STAAR assessment.

EB/EL students make up 51% of our population, and teachers have not received consistent training on ESL strategies and scaffolding to strengthen Tier 1 instruction and language development.

7  
★

Turnover and 10% decline in teaching staff over 2 years; some uncertified staff.

Gaps in mentoring and the lack of a structured retention plan have limited support and development for new and early-career teachers.

8  
★

Community partnerships and engagement opportunities are limited, reducing the campus's ability to connect students and families with additional resources and enrichment experiences.

A lack of structured outreach and partnership coordination has limited consistent collaboration with local businesses, organizations, and community mentors to support campus initiatives and student development.

9  
★

Students under-performing in 8th grade Social Studies, with 15% meeting grade level or above.

The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.

10  
★

Students under-performing in ELAR, with 38% of all students meeting grade level or above.

Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.

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

## Accountability Data

- 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

## 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## 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
- 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

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 47% to 57% by May 2026.

**Evaluation Data Source:** MAP, Data meeting agendas, lesson plans, and walkthroughs

### Strategy 1 Additional Targeted Support Strategy

The RLA administrator and Academic Specialist (AS) will focus on teaching teachers to conduct purposeful data talks, utilize MAP trackers, and implement interventions based on the learning continuum results. This approach will help ensure that teachers are using data-driven methods to address student needs and adapt their instruction for maximum growth. Monitoring will also include reviewing lesson plans to verify that they incorporate differentiated activities and align with MAP data and the Irving ISD curriculum.

**Strategy's Expected Result/Impact:** The RLA teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor.

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** Student Learning 3

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

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

#### Formative Reviews

November

February

April

July

### Strategy 2 Additional Targeted Support Strategy

Reading teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize our DDI protocol to analyze data to identify students' learning needs and strength of instructional strategies.

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

**Staff Responsible for Monitoring:** Academic Specialist and Interventionists

**Problem Statements:** Student Learning 3

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

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

### Formative Reviews

November

February

April

July

### Strategy 3 Additional Targeted Support Strategy

The RLA teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through RTI Block Texan Time, and after-school tutoring.

**Strategy's Expected Result/Impact:** Tier 2 interventions (in class, during Texan Time intervention/extension block) and after-school tutoring will be more effective in helping students close achievement gaps. Supplies (including but not limited to pencils, pens, red checking spends, folders, binders, etc. ) to support learning

**Staff Responsible for Monitoring:** Academic Specialist and Interventionists

**Problem Statements:** Student Learning 3

**Funding Sources:** Interventionists 211 - Title I-A, \$145,053

**Title I:** 2.5.1

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

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

### Formative Reviews

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## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Students under-performing in ELAR, with 38% of all students meeting grade level or above.

Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.

## Performance Objective 2

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 38% to 48% by May 2026.

Increase the percentage of EB/EL students scoring at Meets Grade Level or above on the STAAR Reading

assessment from 27% to 32% by May 2026. This target addresses the missed interim goal of 28% in 2024-2025, where students scored just below at 27%. The EB/EL student group at Houston Middle School is identified as a TSI (Targeted Support and Improvement) group and will remain a focus for intensified support and intervention.

Increase the percentage of Two or More Races students scoring at MEETS or above on STAAR Reading from 33% to 43% by May 2026.

**Evaluation Data Source:** STAAR, MAP, Data meeting agendas, lesson plans, and walkthroughs

### Strategy 1 Targeted Support Strategy

The RLA administrator, interventionists, and AS will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum, ensuring inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated strategies. In addition, they will support lesson internalization practices to ensure teachers deeply understand the content, anticipate misconceptions, and prepare purposeful instruction to meet the needs of all learners.

**Strategy's Expected Result/Impact:** The RLA teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor.

**Staff Responsible for Monitoring:** Academic Specialist and Interventionists

**Problem Statements:** Student Learning 1, 3

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

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

#### Formative Reviews

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### Strategy 2 Additional Targeted Support Strategy

Reading teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize a data meeting protocol to analyze data to identify students' learning needs and strength of instructional strategies.

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

**Staff Responsible for Monitoring:** Principal, AS and Interventionist

**Problem Statements:** Student Learning 1, 3

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

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

## Formative Reviews

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### Strategy 3 Targeted Support Strategy

The RLA teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Texan Time, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including but not limited to pencils, pens, red checking pens, folders, and binders, as well as materials specifically for interventions and tutoring sessions. These resources will ensure students have the tools needed for success. Additionally, funds will cover snacks for students during after-school tutoring to help maintain focus and participation.

**Strategy's Expected Result/Impact:** Tier 2 interventions (in class, during Texan Time intervention/extension block) will be more effective in helping students to close achievement gaps

**Staff Responsible for Monitoring:** Academic Specialist and Interventionists

**Problem Statements:** Student Learning 3

**Funding Sources:** Supplies and Tutoring 211 - Title I-A,

**Title I:** 2.5.1, 2.5.2

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

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

## Formative Reviews

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### Strategy 4 Targeted Support Strategy

The RLA administrator, Academic Specialist, and interventionists will provide ongoing professional development and coaching focused on Tier 1 ESL strategies, linguistic accommodations, and scaffolding techniques to strengthen instruction for EB/EL students. Data will be pulled regularly to monitor progress of the TSI EB/EL group, and Texan Time (RTI) will be used to provide targeted small-group support and intervention for these students.

**Strategy's Expected Result/Impact:** Teachers' capacity to implement targeted ESL strategies will increase, leading to improved reading comprehension and STAAR performance among EB/EL students.

**Staff Responsible for Monitoring:** RLA Administrator, Academic Specialist, and Interventionists

**Problem Statements:** Demographics 1

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

## Formative Reviews

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### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our Hispanic students are not performing at the same level as other student groups in reading on the STAAR assessment

70% of our Hispanic student population is LEP. Teachers have not been appropriately trained to implement appropriate ESL strategies and scaffolding improved Tier 1 instructions.

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students under-performing in 8th grade Social Studies, with 15% meeting grade level or above.

The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.

3

Students under-performing in ELAR, with 38% of all students meeting grade level or above.

Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.

### Performance Objective 3

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 46% to 56% by May 2026.

**Evaluation Data Source:** MAP, Data meeting agendas, lesson plans, and walkthroughs

#### 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:** Assistant Principal and Academic Specialist

**Problem Statements:** Student Learning 2

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

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

### Formative Reviews

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## Strategy 2

Math teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize our DDI protocol to analyze data to identify students' learning needs and strength of instructional strategies

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

**Staff Responsible for Monitoring:** Assistant Principal and Academic Specialist

**Problem Statements:** Student Learning 2

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

### Formative Reviews

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## Strategy 3

The Math teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Texan Time, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including materials for interventions and tutoring sessions, to ensure students have the tools needed for success. Additionally, the funds will cover snacks for students during after-school tutoring to maintain focus and participation.

**Strategy's Expected Result/Impact:** Math teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student

**Staff Responsible for Monitoring:** Academic Specialist and Interventionists

**Problem Statements:** Student Learning 2

**Funding Sources:** 211 - Title I-A, \$8,000

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

## Formative Reviews

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February

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### Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students under-performing in Math, with 29% of all students meeting grade level or above.

New and less experienced teachers may not have sufficient support in implementing differentiated math instruction, leading to inconsistent delivery of Tier 1 instruction.

### Performance Objective 4

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 29% to 39% by May 2026

Increase the percentage of EB/EL students scoring at Meets Grade Level or above on the STAAR Math assessment from 23% to 33% by May 2026. This target addresses the missed interim goal of 36% in 2024-2025. The EB/EL student group at Houston Middle School is identified as a TSI (Targeted Support and Improvement) group and will remain a focus for intensified support and intervention.

Increase the percentage of Two or More Races students scoring at MEETS or above on STAAR Math from 25% to 35% by May 2026.

**Evaluation Data Source:** STAAR, MAP, Data meeting agendas, lesson plans, and walkthroughs

#### 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:** Assistant Principal and Academic Specialist

**Problem Statements:** Student Learning 2

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

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

## Formative Reviews

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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 student by standard to more rapidly close achievement gaps

**Staff Responsible for Monitoring:** Assistant Principal and Academic Specialist

**Problem Statements:** Student Learning 2

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

## Formative Reviews

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### Strategy 3

The Math teacher teams will utilize a data meeting protocol to analyze assessment data, including daily formative assessments, comprehensive common/unit tests, MAP assessments, District Curriculum, and Benchmark assessments, within one week of each assessment's administration. These data meetings will ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, Texan Time extensions, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including but not limited to pencils, pens, red checking pens, folders, and binders, as well as materials specifically for interventions and after-school tutoring sessions. These resources will ensure students have the tools needed for success. Additionally, funds will cover snacks for students during after-school tutoring to help maintain focus and participation.

**Strategy's Expected Result/Impact:** Math teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.

**Staff Responsible for Monitoring:** Academic Specialist and Interventionists

**Problem Statements:** Student Learning 2

**Funding Sources:** 211 - Title I-A,

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

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

## Formative Reviews

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### Strategy 4 Targeted Support Strategy

The Math administrator, Academic Specialist, and interventionists will provide ongoing professional development and coaching focused on Tier 1 ESL strategies, linguistic accommodations, and scaffolding techniques to strengthen instruction for EB/EL students. Data will be pulled regularly to monitor progress of the TSI EB/EL group, and Texan Time (RTI) will be used to provide targeted small-group support and intervention for these students.

**Strategy's Expected Result/Impact:** Teachers' capacity to implement targeted ESL strategies will increase, leading to improved math problem-solving and STAAR performance among EB/EL students.

**Staff Responsible for Monitoring:** Math Administrator, Academic Specialist, and Interventionists

**Problem Statements:** Demographics 1

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

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

## Formative Reviews

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### Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our Hispanic students are not performing at the same level as other student groups in reading on the STAAR assessment

70% of our Hispanic student population is LEP. Teachers have not been appropriately trained to implement appropriate ESL strategies and scaffolding improved Tier 1 instructions.

### Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students under-performing in Math, with 29% of all students meeting grade level or above.

New and less experienced teachers may not have sufficient support in implementing differentiated math instruction, leading to inconsistent delivery of Tier 1 instruction.



# Goal 2

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

## Performance Objective 1

By May 2025, with the support of the Instructional Learning Team (ILT), 12 teachers will improve their instructional practice by showing evidence of growth on the Bambrick Get Better Faster Scope and Sequence, while also applying the Big Rock classroom hierarchy as coaching focuses on increasing student on-task behavior.

**Evaluation Data Source:** -Walkthrough feedback and calendar

### Strategy 1

Using the Bambrick Get Better Faster Scope and Sequence, the ILT will identify the effectiveness level of all teachers on campus and select 6 teachers for ongoing coaching. Coaching will incorporate the Big Rock classroom hierarchy with a focus on increasing student on-task behavior.

**Strategy's Expected Result/Impact:** The ILT will provide coaching that is documented through walkthroughs, emails, and one-on-one conversations, ensuring feedback occurs at least once per quarter and is aligned with the Bambrick Coaching Model for continuous improvement. As a result, coached teachers will demonstrate growth in instructional practice, and overall student on-task behavior will increase to 90% by May 2026.

**Staff Responsible for Monitoring:** ILT

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

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

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### Strategy 2

The Admin and ILT will use the Bambrick Coaching Model and the Big Rocks classroom hierarchy to coach teachers and strengthen core instructional practices.

**Strategy's Expected Result/Impact:** At the beginning of the year, the Admin and ILT conducted a deep dive into the Bambrick Coaching Model to strengthen their ability to deliver consistent, actionable feedback. They will collaborate regularly to ensure alignment in coaching practices, maintain consistency, and improve teacher effectiveness, with an emphasis on using the Big Rocks classroom hierarchy to move teachers toward 90% student on-task behavior by May 2026.

**Staff Responsible for Monitoring:** ILT

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

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

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## Strategy 3

The Admin Team will calendar/schedule 4 - 8 classroom observations 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:** Teachers' effectiveness as measured by the Bambrick Get better Faster Scope and Sequence will improve.

**Staff Responsible for Monitoring:** ILT

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

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

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

Problem Statement

Root Cause

1

There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.

Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

## Performance Objective 2

The Campus Instructional Leaders will support teachers in developing strategies to make positive connections with students, increasing the overall Attendance Rate from 94% in 2024-2025 to 95.5% by May 2026. Additionally, the goal is to reduce the chronic absenteeism rate for white students by 20%, from 25% to 20%, through targeted interventions, family engagement initiatives, and individualized support for chronically absent students.

**Evaluation Data Source:** Walkthroughs, Attendance Rate

### Strategy 1

Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use welcoming rituals to establish safety and predictability and encourage students to connect with their teachers and peers.

**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:** ILT, Admin

**Problem Statements:** Demographics 3

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

#### Formative Reviews

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### Strategy 2

Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of engaging communication practices to promote collaboration and create predictable learning environments.

**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:** ILT, Admin

**Problem Statements:** Perceptions 1

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

#### Formative Reviews

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### Strategy 3

Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of optimistic closures to end class time with reflection and create moments that make students look forward to returning to school each day.

**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:** ILT, Admin

**Problem Statements:** Perceptions 2

**TEA Priorities:** Improve low-performing schools

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

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### Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

While our campus attendance rate is trending with the district, we are experiencing notable attendance challenges, particularly among our Hispanic students, who have the lowest attendance rate among all sub-populations.

There may be cultural or socioeconomic factors impacting the engagement of Hispanic students, leading to decreased motivation for consistent school attendance. Additionally, our new attendance clerk could benefit from professional development to enhance attendance tracking and follow-up strategies.

### Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

As a campus, we did not offer consistent parent volunteer opportunities.

The recent transition to a new Parent Liaison role has created a learning curve in establishing effective strategies for engaging and increasing parent volunteers. Additionally, targeted professional development is needed to enhance the liaison's ability to recruit, communicate with, and involve parents in campus activities.

2

Community partnerships and engagement opportunities are limited, reducing the campus's ability to connect students and families with additional resources and enrichment experiences.

A lack of structured outreach and partnership coordination has limited consistent collaboration with local businesses, organizations, and community mentors to support campus initiatives and student development.

### Performance Objective 3

Campus instructional leaders will support teachers in developing strategies to build positive connections with students, with a targeted focus on reducing the disproportionality of infractions for African American students, including those receiving special education services. This work will result in a 20% overall reduction in total student infractions and a 10% reduction in infractions for African American Special Education students by May 2026.

**Evaluation Data Source:** PEIMS

#### Strategy 1

Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of welcoming rituals and optimistic closures to establish safety and predictability and encourage students to connect with their teachers and peers.

**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 infractions to decrease.

**Staff Responsible for Monitoring:** ILT, Admin

**TEA Priorities:** Improve low-performing schools

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

#### Formative Reviews

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#### Strategy 2

Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of engaging communication practices to promote collaboration and create predictable learning environments.

**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:** ILT, Admin

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

**Formative Reviews**

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**Strategy 3**

Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in following the school-wide discipline plan and a better understanding of when to issue classroom consequences for students' disruptive behaviors versus referring students to the administration for disruptive behaviors.

**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 a decrease in disruptive behaviors and reducing referrals.

**Staff Responsible for Monitoring:** ILT, Admin

**TEA Priorities:** Improve low-performing schools

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

**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

By May 2026, with the support of the Student Success Coach, increase staff and student perceptions of safety by 10% (compared from the 24-25 school year) as measured by the annual climate survey through targeted interventions and professional development initiatives.

**Evaluation Data Source:** PEMIS and Climate Survey

### Strategy 1 Targeted Support Strategy

Implement a comprehensive professional development program through the New Teacher Academy focused on equipping teachers with classroom management RISE techniques and SEL skills, fostering a safe and positive learning environment for both students and staff.

**Strategy's Expected Result/Impact:** The expected result is that new teachers will be equipped with effective classroom management techniques and SEL skills, leading to a more structured and supportive classroom environment. This will foster a safer and more positive atmosphere, contributing to a 10% increase in safety perceptions as reflected in the annual climate survey.

**Staff Responsible for Monitoring:** Student Success Coach and Academic Specialist

**Problem Statements:** School Processes & Programs 1, 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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### Strategy 2

Utilize the MTSS framework to regularly monitor and adjust individualized intervention plans, ensuring that all at-risk students receive timely support, which contributes to a safer school environment.

**Strategy's Expected Result/Impact:** Utilizing the MTSS framework to monitor and adjust individualized intervention plans regularly will ensure that all at-risk students receive timely and appropriate support. This approach will help address behavioral and academic challenges, contributing to a safer and more supportive school environment.

**Staff Responsible for Monitoring:** Student Success Coach

**Problem Statements:** Demographics 3

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### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

While our campus attendance rate is trending with the district, we are experiencing notable attendance challenges, particularly among our Hispanic students, who have the lowest attendance rate among all sub-populations.

There may be cultural or socioeconomic factors impacting the engagement of Hispanic students, leading to decreased motivation for consistent school attendance. Additionally, our new attendance clerk could benefit from professional development to enhance attendance tracking and follow-up strategies.

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

Problem Statement

Root Cause

1

There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.

Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

2

Turnover and 10% decline in teaching staff over 2 years; some uncertified staff.

Gaps in mentoring and the lack of a structured retention plan have limited support and development for new and early-career teachers.

## Performance Objective 2

By May 2026, with the support of the Instructional Team, increase teachers' perceptions of a strong learning environment in their classrooms by 10% (compared to the 24-25 school year) as measured by the annual climate survey through targeted interventions and professional development initiatives.

**Evaluation Data Source:** ILT, Climate Survey

### Strategy 1

Classroom Walkthroughs with Targeted Feedback: Conduct regular classroom walkthroughs by

the Instructional Team, focusing on instructional practices and classroom management. Provide teachers with specific, actionable feedback and support through follow-up coaching sessions to strengthen their ability to create a positive learning environment.

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

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**Strategy 2**

Professional Learning Communities (PLCs) for Classroom Environment Enhancement: Establish monthly PLC meetings where teachers collaborate to share best practices, resources, and strategies for building a strong learning environment. Incorporate topics such as student engagement, classroom management, and fostering inclusively. The Instructional Team will facilitate these sessions and provide teachers with tools and interventions to implement in their classrooms.

**Problem Statements:** School Processes & Programs 1, 2

**Formative Reviews**

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

	Problem Statement	Root Cause
<b>1</b>	There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff.	Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.
<b>2</b>	Turnover and 10% decline in teaching staff over 2 years; some uncertified staff.	Gaps in mentoring and the lack of a structured retention plan have limited support and development for new and early-career teachers.



# State Compensatory Education

# State Compensatory

## Budget for Houston Middle School

**Total SCE Funds:** \$12,250.00

**Total FTEs Funded by SCE:** 0

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

At Sam Houston Middle School, we are committed to providing the best possible education for all of our students, and we recognize that some students may face particular challenges in their academic journey. To address the needs of students who are at risk of dropping out of school or who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds to supplement our regular education program. A portion of these funds, specifically \$12,250, is allocated to the acquisition of supplies and materials. These materials play a crucial role in enhancing the learning experience for students, enabling us to provide additional resources and tools to support their education.



# Title I Summary

# Title I

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

### 1.1 Description of CNA Process

The Comprehensive Needs Assessment (CNA) process at Sam Houston Middle School is a collaborative and data-driven review designed to identify campus strengths and areas for growth. The CNA was reviewed and revised in summer 2024 with input from administrators, teachers, counselors, the Parent Liaison, the Guiding Coalition, and members of the Campus Improvement Committee (CIC). Stakeholders were selected to represent all areas of the campus, including academics, student services, and family engagement. Multiple data sources—such as STAAR, MAP, TELPAS, attendance, discipline, and perception surveys—were examined to determine needs and priorities across student achievement, school processes, perceptions, and demographics. The CNA findings guided the development of goals and strategies in the 2024–2025 Campus Improvement Plan (CIP).

### 1.2 Location for Evidence of Multiple Meetings Held

Multiple meetings were offered to stakeholders throughout the Comprehensive Needs Assessment (CNA) process to ensure collaboration and input. The campus held Title I stakeholder meetings at the beginning and end of the year and met as a Campus Improvement Committee (CIC) three times during the school year to review data and monitor progress. Evidence of these meetings—including agendas, notes, sign-in sheets, and minutes.

## 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 Campus Improvement Plan (CIP) was developed during the summer and early fall of 2024. The plan was reviewed and revised through collaboration with the Guiding Coalition and Campus Improvement Committee (CIC), with final approval completed in October 2024.

### 2.2 Stakeholders 1114(b)(2)

The Comprehensive Needs Assessment (CNA) at Sam Houston Middle School was reviewed and revised in summer 2024 with input from administrators, teachers, counselors, the Parent Liaison, the Guiding Coalition, and the Campus Improvement Committee (CIC). Multiple data sources, including STAAR, MAP, TELPAS, attendance, discipline, and survey data, were analyzed to identify strengths, needs, and priorities related to student achievement, school processes, perceptions, and demographics. The results guided the development of campus goals and strategies in the 2024–2025 Campus Improvement Plan (CIP).

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

The Campus Improvement Plan (CIP) is made available to the district, parents, and the public through the Sam Houston Middle School website and the Irving ISD district website. Copies are also available in the front office and Parent Center upon

request. The plan is presented in clear, parent-friendly language to ensure accessibility and understanding for all families.

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

The Campus Improvement Plan (CIP) is developed in coordination with Federal, State, and local programs to align resources and support student achievement. The plan integrates efforts and strategies from Title I and Targeted Support and Improvement (TSI) initiatives to improve student achievement and ensure that all learners receive the support needed for success.

## 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
Jennie Butler	Intervention Specialist		1
Keldra Hall	Student Success Coach		1
Melissa Trevino	Parent Liaison		1



# **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

