

Irving Independent School District



Barbara Cardwell Career Preparatory Center

2025-2026 Campus Improvement Plan

Mission Statement

Barbara Cardwell Career Preparatory Center, along with our community, will encourage high levels of learning for all students through positive relationships and rigorous instruction.

Vision

We will meet every student where they are and build individualized plans for future success.

Value Statement

At Barbara Cardwell, we build hope, celebrate success and produce lifelong learners,

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Comprehensive Needs Assessment

Demographics

Summary

Barbara Cardwell Career Preparatory Center is an alternative high school of choice in Irving ISD serving grades **9–12**, designed for students who need individualized pathways toward graduation, including those at risk of dropping out, parenting students (CEHI/ TAPPS), and students enrolled in the **Graduation Lab** half-day program.

Our mission is to *encourage high levels of learning for all students through positive relationships and rigorous instruction*, and our vision emphasizes meeting every student where they are to build individualized plans for future success.

Student Demographics (2024–2025)

(Source: Campus Improvement Plan & Instructional Summary Reports)

Category	Percentage / Count	Notes
Total Enrollment	260 students	Down from 286 in 2023–24
Gender	50% Female / 50% Male	Balanced distribution
Ethnicity	Hispanic 84.3%, African American 6.9%, White 6.6%, American Indian 1.4%, Asian 0.7%, Two or More Races 0%	Predominantly Hispanic population
Economically Disadvantaged	80.3%	Majority of students qualify for free/ reduced lunch
Emergent Bilingual (EB/EL)	52.9%	TELPAS shows 37.8% at Advanced, 4.2% at Advanced High
Special Education	2.1%	Below district average
504 / Dyslexia	15.7% / 10.6%	Increased identification from prior year
Gifted & Talented	4.7%	Minimal representation
Homeless / Immigrant	2.55% / 2.5%	Small but important subgroups
Mobility Rate	56.17%	High mobility reflects a transient and at-risk student population

Attendance & Chronic Absenteeism

- **2024–25 average attendance: 87.8% campuswide**
- **Hispanic subgroup attendance: 88.6%**
- **Chronic absenteeism rate:** approximately **55%** of students (those missing $\geq 10\%$ of instructional days).
- **Goal:** Decrease chronic absenteeism from 55% → 48% by May 2025.

Graduation, Completion, and Dropout

- **4-year graduation rate (Class of 2023): 88%**
- **5th-year completion rate: 87.9%**
- **6th-year completion rate: 90.2%**
- **2023 dropout rate: 12.6%.**
- Cardwell specializes in serving **5th- and 6th-year graduates**, providing credit recovery and flexible schedules.

Discipline and Behavior

- **Total referrals (2024–25):** 89
 - **Hispanic students:** 82.9% of all infractions (disproportionate to enrollment).
 - **In/Out-of-School Suspension Rate (2024–25):** 6–7% monthly average.
 - **Most common discretionary infractions:** classroom disruption, failure to comply, and disrespect.
 - **Campus goals:**
 - Decrease discretionary referrals for Hispanic students from **83% → 70% by May 2026**.
 - Decrease in/out-of-school suspensions for Hispanic students from **7% → 4% by May 2026**.
-

College, Career, and Military Readiness (CCMR)

- **Overall CCMR readiness:** 30%
 - **TSI Met:** 5% in both Reading and Math
 - **Advanced Placement / Dual Credit:** 0% offered on campus.
 - **Industry-Based Certifications (IBCs):** 11% of students earned at least one.
 - **College Bridge / CTE Pathways:** limited due to scheduling misalignment with Ratterree Career Campus.
-

Student Achievement Snapshot (2024–2025)

- **STAAR EOC Performance:**
 - Algebra I – 10% Meets, 4% Masters
 - English I – 13% Meets
 - English II – 23% Meets
 - Biology – 24% Meets
 - U.S. History – 33% Meets, 16% Masters
 - **MAP Growth (2024–25):**
 - Math: 73–70% of students met growth goals (9th–10th grades)
 - Reading: 54% met or exceeded growth targets.
-

Staff Profile

- **Total Teachers:** 21 (Cardwell) + 6 (Ratterree).
- **Experience:**
 - 1–5 years: 11 teachers
 - 6–10 years: 8
 - 11–20 years: 4
 - 21+ years: 4
 - **6 teachers hold Master's degrees.**
- **Teacher Retention:** stable year-over-year.
- **Teacher-to-Student Ratio:** ~1:11.

- **Paraprofessional Qualifications:** All meet state certification and highly qualified status.

Campus Strengths

- Attendance improved from **78% (2022–23)** to **86.3% (2024–25)**.
- Increasing TELPAS reclassification rates (0 → 4 students).
- 95% EOC participation rate.
- Strong 5th- and 6th-year graduation rates above 90%.

Summary

Barbara Cardwell Career Preparatory Center serves a **highly mobile, primarily Hispanic, economically disadvantaged, and emergent bilingual student body**, with a focus on re-engaging at-risk learners through flexible scheduling, individualized pathways, and alternative education programming.

The campus continues to prioritize **attendance, discipline equity, CCMR readiness, and academic growth** while strengthening **teacher development** in restorative, data-driven, and culturally responsive practices.

Comprehensive Needs Assessment Section: “Who Are We?” Barbara Cardwell Career Preparatory Center

(2024–2025 Baseline, informing 2025–2026 CIP)

Demographics Summary

Barbara Cardwell Career Preparatory Center is an **alternative high school of choice** in Irving ISD serving students in grades 9–12. The school provides flexible and accelerated learning options through the **Graduation Lab** program, the **CEHI/TAPPS** program for parenting students, and individualized academic planning for overage and under-credited students.

Cardwell’s mission is to *encourage high levels of learning for all students through positive relationships and rigorous instruction*, and the vision focuses on meeting every student where they are to create individualized pathways for postsecondary success.

Student Population Overview (2024–2025)

Category	Percentage / Count	Notes
Total Enrollment	260 students	Down from 286 in 2023–24
Gender	50% Female / 50% Male	Balanced distribution
Ethnicity	Hispanic 84.3%, African American 6.9%, White 6.6%, American Indian 1.4%, Asian 0.7%, Two or More Races 0%	Predominantly Hispanic population
Economically Disadvantaged	80.3%	Majority of students qualify for free/ reduced lunch
Emergent Bilingual (EB/EL)	52.9%	TELPAS data: 37.8% Advanced, 4.2% Advanced High
Special Education	2.1%	Below district average
504 / Dyslexia	15.7% / 10.6%	Increased from previous year
Gifted & Talented	4.7%	Minimal representation
Homeless / Immigrant	2.55% / 2.5%	Small but significant subgroups
Mobility Rate	56.17%	High student mobility reflecting transient and at-risk population

Attendance & Chronic Absenteeism

- **Average Attendance Rate (2024–25):** 87.8%
- **Hispanic subgroup attendance:** 88.6%

- **Chronic Absenteeism:** Approximately **55% of students** missed 10% or more of instructional days.
 - **Goal:** Reduce chronic absenteeism from **55% → 48% by May 2025**.
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Graduation, Completion, and Dropout Data

- **4-year graduation rate (Class of 2023):** 88%
 - **5th-year completion rate:** 87.9%
 - **6th-year completion rate:** 90.2%
 - **Dropout rate (2023):** 12.6%
Cardwell serves a large population of 5th- and 6th-year students completing graduation requirements beyond their cohort year.
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Discipline Summary

- **Total referrals (2023–24):** 93
 - **Hispanic students:** 82.9% of all disciplinary infractions (disproportionate to enrollment).
 - **In/Out-of-School Suspension Rate (2024–25):** 6–7% monthly average.
 - **Most common discretionary infractions:** classroom disruption, failure to comply, and disrespect.
 - **Campus Improvement Goals:**
 - Decrease **discretionary referrals for Hispanic students** from **83% → 70% by May 2026**.
 - Decrease **in/out-of-school suspensions for Hispanic students** from **7% → 4% by May 2026**.
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College, Career, and Military Readiness (CCMR)

- **Overall CCMR readiness:** 30%
 - **TSI Met:** 5% in both Reading and Math
 - **Advanced Placement / Dual Credit:** 0% offered on campus
 - **Industry-Based Certifications (IBCs):** 11% of students earned at least one certification
 - **College Bridge & CTE Pathways:** Limited due to schedule misalignment with Ratteree Career Campus
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Student Achievement Summary

- **STAAR EOC Performance (2024–25):**
 - Algebra I – 10% Meets, 4% Masters
 - English I – 13% Meets
 - English II – 23% Meets
 - Biology – 24% Meets
 - U.S. History – 33% Meets, 16% Masters
 - **MAP Growth (2024–25):**
 - Math: 70–73% of students met projected growth goals (Grades 9–10)
 - Reading: 54% of students met or exceeded projected growth goals
-

Staff Demographics and Experience

- **Total Teachers:** 24 (Cardwell) + 4 (Night Owl) + 6 (Ratteree)

- **Years of Experience:**
 - 1–5 years: 11 teachers
 - 6–10 years: 8
 - 11–20 years: 4
 - 21+ years: 4
 - **6 teachers hold Master’s degrees**
 - **Teacher-to-Student Ratio:** 1:11
 - **Teacher Retention:** Stable; majority with 6+ years of classroom experience
 - **Paraprofessional Staff:** 100% meet state qualifications
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Campus Strengths

- Attendance has increased steadily (from 78% in 2022–23 to 86.3% in 2024–25).
 - Strong 5th- and 6th-year completion rates (90%+).
 - Improved TELPAS growth and reclassification (0 → 4 students).
 - High EOC participation rate (95%).
 - Highly experienced teaching staff and strong teacher retention.
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Summary Statement

Barbara Cardwell Career Preparatory Center serves a **highly mobile, predominantly Hispanic, economically disadvantaged, and emergent bilingual student body**. The campus is committed to re-engaging students through **flexible scheduling, restorative practices, and personalized academic support**.

Instructional priorities include:

- Increasing **student engagement and academic conversations** across content areas.
 - Expanding **CCMR opportunities** (TSI, IBCs, Texas College Bridge).
 - Reducing **chronic absenteeism and disciplinary disproportionality** among Hispanic students.
 - Strengthening **teacher professional development** in culturally responsive teaching, active monitoring, and restorative discipline to ensure equitable outcomes for all learners.
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Strengths

- Attendance has increased steadily (from 78% in 2022–23 to 86.3% in 2024–25).
- Strong 5th- and 6th-year completion rates (90%+)
- 12th-grade attendance is the highest of the four grade levels.

- Improved TELPAS growth and reclassification (0 → 4 students).
- High EOC participation rate (95%).
- Highly experienced teaching staff and strong teacher retention.
 - 2024-25 - Of the 27 teachers, 15 have 6+ years of teaching experience, and 4 have credentials to teach online higher advanced courses.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Enrollment decreased from an average of 330 (2017-2020) to 260 in 2024-2025, a continued downward trend from prior years. Enrollment dropped from 274 in 2024 to 260 in 2025; 28% of current students were previously enrolled at another district campus.	Limited participation in the Grad Lab program and either inconsistent and or improved student monitoring/tracking systems at the comprehensive campuses have reduced referrals for Cardwell enrollment.
2★	The attendance rate for the Hispanic population was 88.6% in 2023-2024, below the 95% state expectation, with mobility at 56.17%. Hispanic students make up 84.3% of enrollment; overall attendance averages 85-87% depending on grade level, with downward trends in some months in 2024-25.	Attendance monitoring systems were inconsistently updated; communication gaps among teachers, attendance clerks, and administration limited timely interventions.
3★	Low CCMR performance -- only 30% overall, with TSI 5%, AP 6%, Dual Credit 0%, Industry Certifications 11% -- indicates limited postsecondary readiness. CCMR and TSI/CCMR reports confirm only 10-11% met TSI ELA and 3% met TSI Math.	Cardwell's master schedule restricts access to industry-based certification and dual credit courses; not all seniors were identified or scheduled for Texas College Bridge or TSI prep opportunities.
4★	High student mobility (56%) impacts consistency in attendance, instruction, discipline and student performance. Nearly one-third (28%) of students transferred midyear within the district.	Cardwell serves a transient, at-risk population with reentry and midyear transfers; systems for academic and behavioral acclimation are limited.

★ = Priority

Student Learning

Summary

Barbara Cardwell Career Preparatory Center serves a highly mobile, diverse, and predominantly Hispanic student population. The campus continues to demonstrate commitment to individualized learning pathways and accelerated credit recovery, yet challenges persist in foundational literacy, mathematics, and postsecondary readiness.

1. Student Achievement and Progress (STAAR / EOC)

Overall STAAR Performance Trends (2024–2025):

- **Domain 1 (Student Achievement):** 80 (B)
- **Domain 2 (School Progress):** 78 (C) overall; Relative Performance 85 (B)
- **Domain 3 (Closing the Gaps):** 85 (B)

EOC Subject	Meets+ 2023–24	Meets+ 2024–25	Change	Comments
English I	19%	13%	↓ 6%	Slight decline; increased Approaches performance
English II	18%	23%	↑ 5%	Steady progress, particularly among EB students
Algebra I	3%	10%	↑ 7%	Improvement; Masters introduced (4%)
Biology	13%	24%	↑ 11%	Strongest content area gain
U.S. History	40%	33%	↓ 7%	Slight drop at Meets; Masters increased to 16%

Analysis:

Reading and Math continue to represent core instructional priorities. Algebra I and Biology demonstrated the most notable growth due to targeted reteach and small-group interventions. English I performance declined slightly, indicating a continued need for consistent academic writing practice across the curriculum.

2. MAP Growth – Reading and Mathematics

Spring 2025 MAP Data

- **Math:** 70–73% of students met or exceeded projected growth (↑ from 51% in 2023–24).
- **Reading:** 54% met or exceeded projected growth (consistent with prior year).
- **9th Grade:** 73% met growth projections
- **10th Grade:** 70% met growth projections

Interpretation:

Math growth exceeded national norms, showing the impact of targeted small-group support and scaffolded instruction. Reading growth remains stable but requires greater focus on vocabulary, comprehension, and writing fluency.

3. TELPAS and English Language Proficiency

TELPAS Growth 2024–2025

- 75% of EB students made at least one level of progress.
- 52% scored *Advanced* or *Advanced High* (↑ from 39% in 2023–24).
- 5% reached *Advanced High* proficiency.
- Students in U.S. schools five or more years represent the majority of the EB population (119 students).

Interpretation:

Language growth improved significantly, particularly for long-term EB students. However, few students reached Advanced High, indicating a need for greater emphasis on speaking and writing fluency aligned to TELPAS rubrics and cross-curricular language supports.

4. College, Career, and Military Readiness (CCMR) / TSIA2

CCMR Metrics 2024–2025

- **Overall CCMR Readiness:** 30% (steady from 2023–24 baseline)
- **TSI Met (ELAR/Math):** 6% (↑ from 5%)
- **Industry-Based Certifications:** 11%
- **Dual Credit / AP Courses:** 0%
- **Texas College Bridge participation:** Improved identification, but still limited scheduling capacity.

Interpretation:

While participation in college readiness testing increased, a small percentage of students met TSI benchmarks. Limited dual credit access and scheduling conflicts for CTE/IBC courses continue to restrict CCMR gains. Targeted interventions and additional partnership opportunities with Rattree and Dallas College are needed.

5. Graduation, Dropout, and Retention Data

Graduation and Attendance

- **Graduation Rate:** 95.7% (↑ from 88% in 2023–24)
- **Dropout Rate:** Reduced from 12.6% to 4.3%
- **Attendance (2024–25 Average):** 86.2% (slight decline from 87.8%)
- **Discipline:** OSS/ISS incidents decreased overall, with more consistent monitoring.

Interpretation:

Graduation outcomes remain strong, demonstrating success in individualized graduation plans and ongoing credit recovery. Attendance declined slightly, particularly in 11th grade, reflecting continued challenges with mobility and student engagement.

6. Special Populations

- **EB Students:** 52% of total enrollment; steady TELPAS growth but low reclassification.
- **Special Education:** 2.1% of students; small cohort, limited STAAR sample size.
- **Economically Disadvantaged:** 92% of enrollment; achievement gaps persist in ELA and Math (Meets ≤ 20%).

Interpretation:

Persistent achievement gaps among EB and Eco Dis students signal the need for targeted Tier I scaffolds, including structured writing supports, vocabulary development, and active engagement strategies.

Strengths

- Biology and Algebra I showed measurable gains at Meets and Masters.
- TELPAS proficiency improved, with **42% of Emergent Bilingual students scoring at Advanced or Advanced High**, up from 39% in 2023–2024, reflecting steady growth in English language development and instructional support.
- MAP Math growth significantly exceeded national norms, showing effective Tier I differentiation.
- Domain 3 improved from 30 (F, 2024) to 85 (B, 2025) — a substantial improvement in closing the gaps.
- Graduation rate remained high (95.7%) with low dropout rates.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

Student performance in Reading and English Language Arts remains low, with only 18% of students scoring at the Meets level or above on STAAR, including 19% of Hispanic students, indicating persistent literacy gaps in vocabulary, comprehension, and written expression.

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2
★

Although Algebra I Meets performance increased from 3% to 10%, overall math achievement remains significantly below grade-level expectations, particularly for economically disadvantaged students, signaling a continued need for targeted math interventions and conceptual understanding.

Teachers inconsistently implement data-driven small-group instruction and reteach cycles. Instructional planning often focuses on procedural skills rather than problem-solving and application. Strategies such as chunking, think-pair-share, and stop-and-jot are not used with fidelity to deepen student reasoning and retention.

3
★

Although 70% of students met their Math MAP growth targets, only 54% met Reading MAP projections, and these gains were not consistently reflected in STAAR performance, suggesting gaps in instructional adjustment based on assessment data.

PLTs lack a consistent data-review protocol connecting MAP, TELPAS, and STAAR data. Teachers need more coaching and time to plan differentiated lessons based on formative assessments and progress-monitoring tools.

4
★

The campus CCMR rate remained stagnant at 30%, with only 6% of students meeting TSI criteria and limited access to dual credit, AP, or industry-based certification opportunities, indicating that students are not fully prepared for postsecondary pathways.

The master schedule restricts access to college-prep, dual credit, and industry-based certification courses. There is a lack of systematic implementation of Texas College Bridge and insufficient progress monitoring for CCMR indicators.

5
★

While 42% of Emergent Bilingual (EB) students reached the Advanced or Advanced High levels on TELPAS (up from 39%), only 5% attained Advanced High proficiency, showing that students need additional support to master advanced speaking and writing skills required for reclassification.

EB students have limited opportunities for structured academic conversations and authentic writing tasks across content areas. Teachers need more training and tools to integrate TELPAS-aligned writing and speaking practice into daily instruction and to use K-12 Summit or other TELPAS scaffolds effectively.

6

The overall campus attendance rate declined from 87.8% to 86.2%, with the lowest participation among 11th-grade students, indicating a need for stronger engagement and attendance monitoring systems.

Attendance data are not reviewed frequently enough to identify patterns or trigger timely interventions. Some instructional practices lack relevance or engagement for high-risk, mobile, and older students, leading to inconsistent attendance and motivation.

7

Achievement gaps persist among Emergent Bilingual and Economically Disadvantaged students, with both groups performing below all-student averages in STAAR Reading and Math and limited progress toward state performance targets.

There is inconsistent differentiation and limited use of scaffolded supports within Tier I instruction. Collaboration between general education, ESL, and special education teachers is not yet systematic to ensure that targeted interventions are aligned to student learning needs.

8

Although Cardwell improved in overall accountability ratings (B in Domains 1 and 3), classroom observations reveal variability in rigor and student engagement, particularly in lessons requiring critical thinking and extended written responses.

Inconsistent active monitoring and feedback cycles have led to uneven implementation of district-aligned instructional strategies. Teachers need regular coaching and feedback focused on High-Quality Instruction, Data-Driven Instruction, and Observation and Feedback, the district's three instructional priorities.

 = Priority

School Processes & Programs

Summary

Professional Practices:

- Our Administrative team has a list of defined roles and responsibilities.

PLTs

- During the 2024-2025 school year, PLTs were content-based, where teachers engaged in academic conversations.
- 2 PLTs addressed Campus activities and CCMR requirements.

Cardwell Programs:

House: House is a traditional program for 9th to 12th-grade students from IISD campuses, to which students apply to attend. The curriculum and instruction plan is provided by the IISD C&I team with double blocks for English I/II and Algebra I.

Graduation Lab: The Lab is a dropout prevention program that offers AM and PM sessions, allowing students the option to attend school for 4 hours a day. Students attend one of the sessions each day and are taught through a computer-based program called Edgenuity. Certified teachers from every core content area rotate through the lab to support instruction and to provide HB4545 remediation. Students from IISD campuses are eligible to apply to attend.

Eagle time: 30-minute time frame where students and teachers build relationships and make connections on Mondays and a time where students were given interventions based on formative and summative data (Tuesday - Friday).

CCMR guidance and counseling:

- 12th-grade students participated in a "Speaker Series" each week. During this time local business owners and professionals spoke to the students about their professions and educational background.
- Once a week, a CCMR coach assisted our Seniors in completing FAFSA/TAFSA and Dallas County Promise.
- Our CCMR PLT team met every other day to discuss Seniors and their completion of their requirements for graduation.

Extracurricular opportunities:

In SY 24 - 25, we had 10 mentors from the University of Dallas and one mentor from the administration building. Journey and Dream provided group session therapy to a select number of students once a week.

We held the following events:

- Parent/Teacher Night
- 8th grade Parent/Student orientation
- Trunk or Treat
- Annual Chili Cook-Off
- Project Adoption
- Open House
- Senior Night
- Grade Level Assemblies/ Senior Celebration
- The following clubs/organizations were offered this year: Art Club, Magic: The Gathering Club, Robotics Club, and Student Council

Campus leaders organized SEL activities for students on some half days throughout the year. Teacher leaders organized an outdoor field day for the last day of school.

Technology Integration:

Students have one-to-one devices. Digital citizenship is taught to some students in the House program during their class time. The VILS lab was completed and was used for the 24-25 school year. Entrepreneurship classes and other CTE courses were held

in the lab.

Bell Schedule: The 4-period day plus an Eagle Time schedule was created/used for teachers to see their students every day.

Cardwell A/B Block Bell Schedule

A Day - 1st, 2nd, 3rd, 4th
B Day - 5th, 6th, 7th, 8th

Period	Class Times	Class Length
1/5	8:30 – 10:00	90
Eagle Time	10:03 – 10:48	45
2/6	10:51 – 12:54	93
A Lunch Class	10:51 – 11:21 (11:24 - 12:54) ADA 11:30	30 90
B Lunch Class	12:24 – 12:54 (10:51 – 12:21) ADA 11:30	30 90
3/7	12:57 – 2:27 ADA 1:50	90
4/8	2:30 – 4:00	90

Students were required to place their cell phone in their backpack during classroom instruction.

Strengths

- Cardwell offers two programs that provide our students the opportunities to attend school based on individualized graduation plan, and their social emotional needs.
- Cardwell teachers met every other day in department teams (90-min) which allows for more PLC time and academic conversations.
- The embedded intervention block (Eagle Time) enabled teachers to provided tailored interventions to students during the day.
- CCMR team assisted in ensuring that all seniors had completed their graduation requirements.
- All students are issued either a Chromebook through the VILS (Verizon Innovative Learning Schools) grant and district technology department.
- CCMR coach assisted our Seniors once a week in completing FAFSA/TAFSA and the Dallas County Promise.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Eagle Time invention was not structured effectively to provide appropriate intervention/enrichment.	Expectations provided by the leadership team were not monitored for follow through.
2 ★	Unit assessments were proctored, the data was analyzed, and action steps were created; however, the action plans did not include individualized progress trackers to monitor student progress.	Leadership did not provide a framework and/or support for follow through of actions steps, including time, tools and training.
3 ★	Low student engagement during class due to cell phone use as the year progressed.	While the new cell phone policy was initially enforced with consistency, enforcement became more relaxed as the year went on.

★ = Priority

Perceptions

Summary

Student/Parent/Teacher Climate Survey:

- At the end of the 24 - 25 school year, Cardwell parents, students, teachers, and staff participated in an end-of-year Campus Climate Survey. The overall score is 69 - C letter grade. According to the document on interpreting the score from Decision Ed, a score of 65 is increasingly favorable.
- Parents, students, staff, and teachers were not aligned in some areas.
 - Core Value Ambition (Create an ambitious teaching and learning environment): Student - 75; Parent - 74 and Teacher - 71; all values showed an increase from the previous year.
 - Core Value Empathy (Act with Empathy): Student - 71; Parent - 73 and Teacher - 84; all values showed an increase from the previous year.
 - Core Value Accountability (Model accountability for all): Student - 72; Parent - 81 and Teacher - 76; all values showed an increase from the previous year.
 - Core Value Integrity(Act at all times with integrity): Student - 76; Parent - 70 and Teacher - 90; though students decreased by 7% all other values increased from the previous year
 - Core Value Safeguard (Safeguard the well-being of our community): Student - 68; and Teacher - 80; all values showed an increase from the previous year.
- The top 3 student distractors are being tired, overwhelmed, and hungry.
- The top 3 reasons for missing school are to help family, avoid getting in trouble, and not wake up.
- Parent Input in the area of the opportunity to provide feedback for school improvement was 60%, and in the area of parents receiving information on how to help their child at home, it was 50%.
- Parent input on how school discipline is handled is 45%
- Parent input regarding their child's growth and learning is at 80%

Student Engagement:

- **Attendance (3-year)**
 - 2022 - 2023 - 78.3%
 - 2023 - 2024 - 87.82%
 - 2024 - 2025 - 85.9%

- **Drop rate and Graduation Rate:**

Graduation Rate Data Table for 2024 - 2025

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2024											
% Graduated	95.7%	100.0%	95.8%	100.0%	50.0%	100.0%	%	%	%	93.5%	100.0%
# Graduated	112	8	91	9	1	3	0	0	0	58	3
Total in Class	117	8	95	9	2	3	0	0	0	62	3
4-Year Graduation Rate (Gr 9-12): Class of 2024											
% Graduated	84.8%	73.3%	85.4%	85.7%	100.0%	100.0%	%	100.0%	%	83.5%	100.0%
# Graduated	179	11	152	12	1	2	0	1	0	81	3
Total in Class	211	15	178	14	1	2	0	1	0	97	3
4-Year Graduation Rate (Gr 9-12): Class of 2024											
% Graduated	86.6%	96.2%	85.9%	75.9%	100.0%	75.0%	%	100.0%	%	80.2%	90.0%
# Graduated	207	25	164	10	3	3	0	2	0	69	9
Total in Class	239	26	191	13	3	4	0	2	0	86	10
Annual Dropout Rate (Gr 9-12): SY 2023 - 2024											
% Dropped Out	8.8%	7.7%	9.7%	0.0%	0.0%	0.0%	%	%	7.1%	9.8%	0.0%
# Dropped Out	30	2	28	0	0	0	0	0	21	16	0
# of Students	341	26	288	19	4	4	0	0	294	163	7

Staff Engagement:

- In the 22-23 school Cardwell lost 5 teaching positions due to student enrollment.
- In the 23-24 school year Cardwell lost 1 teaching position due to student enrollment.
- In the 24 - 25 school year Cardwell kept all teaching positions.

Mentorship:

Cardwell participated in an informal partnership with the University of Dallas, where we connected with 10 mentors who met with students during lunches throughout the school year.

Our counselors coordinated counseling/mentorship group sessions with Journey to Dream that served a select group of students weekly.

Community Engagement:

Cardwell coordinated at least one event per month to invite our parents and community to be more involved with the school. For example: Trunk or Treat and the Chili Cook-off

Strengths


Based on the 24-25 Campus Climate Survey, students, parents, and teachers believe Cardwell provides a caring and supportive environment. There is evidence to support the belief that all stakeholders believe that leadership displays a heart for people and that Cardwell has cultivated a nurturing feel and that Cardwell takes the appropriate steps to reduce and/or eliminate bullying. Students and staff feel safe at Cardwell and consider their well-being to be protected.

Students and staff believe that Cardwell's core values center around high expectations for learning within individual classrooms. Students recognize the systems in place by their teachers to encourage participation in class discussions and activities, engage in high levels of learning, and monitor academic progress that results in positive student outcomes. This speaks to the relationships that teachers build with students in their classrooms.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Only 58.3% of parents believed that Cardwell valued parents ideas.	Cardwell planned events that did not provide parents with the correct avenues or opportunities to give feedback and/or ideas on school improvement planning for the 24-25 school year.
2 ★	The excessive absence of multiple staff members had a negative impact on student success due to disrupted learning, inconsistent teaching, lack of support, and a missed opportunity for building relational capacity.	Staff members had excessive absences due to personal illness, family struggles, mental health, and professional trainings. Administration did not address attendance concerns whole group or with teachers and staff individually.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student performance in Reading and English Language Arts remains low, with only 18% of students scoring at the Meets level or above on STAAR, including 19% of Hispanic students, indicating persistent literacy gaps in vocabulary, comprehension, and written expression.

Student performance in Reading and English Language Arts remains low, with only 18% of students scoring at the Meets level or above on STAAR, including 19% of Hispanic students, indicating persistent literacy gaps in vocabulary, comprehension, and written expression.

2
★

Although Algebra I Meets performance increased from 3% to 10%, overall math achievement remains significantly below grade-level expectations, particularly for economically disadvantaged students, signaling a continued need for targeted math interventions and conceptual understanding.

Teachers inconsistently implement data-driven small-group instruction and reteach cycles. Instructional planning often focuses on procedural skills rather than problem-solving and application. Strategies such as chunking, think-pair-share, and stop-and-jot are not used with fidelity to deepen student reasoning and retention.

3
★

Although 70% of students met their Math MAP growth targets, only 54% met Reading MAP projections, and these gains were not consistently reflected in STAAR performance, suggesting gaps in instructional adjustment based on assessment data.

PLTs lack a consistent data-review protocol connecting MAP, TELPAS, and STAAR data. Teachers need more coaching and time to plan differentiated lessons based on formative assessments and progress-monitoring tools.

4
★

While 42% of Emergent Bilingual (EB) students reached the Advanced or Advanced High levels on TELPAS (up from 39%), only 5% attained Advanced High proficiency, showing that students need additional support to master advanced speaking and writing skills required for reclassification.

EB students have limited opportunities for structured academic conversations and authentic writing tasks across content areas. Teachers need more training and tools to integrate TELPAS-aligned writing and speaking practice into daily instruction and to use K-12 Summit or other TELPAS scaffolds effectively.

5
★

Only 58.3% of parents believed that Cardwell valued parents ideas.

Cardwell planned events that did not provide parents with the correct avenues or opportunities to give feedback and/or ideas on school improvement planning for the 24-25 school year.

6
★

The attendance rate for the Hispanic population was 88.6% in 2023-2024, below the 95% state expectation, with mobility at 56.17%. Hispanic students make up 84.3% of enrollment; overall attendance averages 85-87% depending on grade level, with downward trends in some months in 2024-25.

Attendance monitoring systems were inconsistently updated; communication gaps among teachers, attendance clerks, and administration limited timely interventions.

7
★

The campus CCMR rate remained stagnant at 30%, with only 6% of students meeting TSI criteria and limited access to dual credit, AP, or industry-based certification opportunities, indicating that students are not fully prepared for postsecondary pathways.

The master schedule restricts access to college-prep, dual credit, and industry-based certification courses. There is a lack of systematic implementation of Texas College Bridge and insufficient progress monitoring for CCMR indicators.

8
★

Unit assessments were proctored, the data was analyzed, and action steps were created; however, the action plans did not include individualized progress trackers to monitor student progress.

Leadership did not provide a framework and/or support for follow through of actions steps, including time, tools and training.

9
★

Low CCMR performance -- only 30% overall, with TSI 5%, AP 6%, Dual Credit 0%, Industry Certifications 11% -- indicates limited postsecondary readiness. CCMR and TSI/CCMR reports confirm only 10-11% met TSI ELA and 3% met TSI Math.

Cardwell's master schedule restricts access to industry-based certification and dual credit courses; not all seniors were identified or scheduled for Texas College Bridge or TSI prep opportunities.

10
★

Eagle Time invention was not structured effectively to provide appropriate intervention/enrichment.

Expectations provided by the leadership team were not monitored for follow through.

11
★

Low student engagement during class due to cell phone use as the year progressed.

While the new cell phone policy was initially enforced with consistency, enforcement became more relaxed as the year went on.

12
★

The excessive absence of multiple staff members had a negative impact on student success due to disrupted learning, inconsistent teaching, lack of support, and a missed opportunity for building relational capacity.

Staff members had excessive absences due to personal illness, family struggles, mental health, and professional trainings. Administration did not address attendance concerns whole group or with teachers and staff individually.

13



Enrollment decreased from an average of 330 (2017-2020) to 260 in 2024-2025, a continued downward trend from prior years. Enrollment dropped from 274 in 2024 to 260 in 2025; 28% of current students were previously enrolled at another district campus.

Limited participation in the Grad Lab program and either inconsistent and or improved student monitoring/tracking systems at the comprehensive campuses have reduced referrals for Cardwell enrollment.

14



High student mobility (56%) impacts consistency in attendance, instruction, discipline and student performance. Nearly one-third (28%) of students transferred midyear within the district.

Cardwell serves a transient, at-risk population with reentry and midyear transfers; systems for academic and behavioral acclimation are limited.

= Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) 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 released test questions

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

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

Performance Objective 1 High Priority

Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 18% to 27% by May 2026.

Increase the percentage of Hispanic students at meets or above on English I & II from 18% to 27% by May 2026.

Evaluation Data Source: MAP, District Common Assessments, Campus Formative Assessments, Walkthroughs, PLC Agendas, IPCs

Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Based on the MAP BOY data, teachers will implement differentiated lessons for students biweekly based on the student's needs and skills identified as power standards.

Strategy's Expected Result/Impact:

Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 1, 3

Funding Sources: All In Learning 199 - General Funds: SCE, \$3,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

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July

Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Barbara Cardwell will implement the CER and Academic Conversations strategy (Claim, Evidence, Reasoning) at least twice every six weeks in all classrooms, 100%.

Strategy's Expected Result/Impact:

Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps. This strategy will promote dialogic learning, analyzing a text, annotation skills, and writing with cited evidence.

Staff Responsible for Monitoring: RLA Department Chair

Problem Statements: Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

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Strategy 3 Additional Targeted Support Strategy Results Driven Accountability

The RLA administrator and department chair will monitor teacher lesson internalization and give biweekly feedback on TEKS alignment in the lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.

Strategy's Expected Result/Impact: Increase teacher knowledge of the curriculum to meet students' needs by differentiating and increasing the rigor of the lesson activities and tasks.

Staff Responsible for Monitoring: RLA Dept. Chair

Problem Statements: Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

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Strategy 4 Additional Targeted Support Strategy

To address learning gaps, we will offer weekly tutorial opportunities before and after school and six Saturdays during semester one and eight during semester two.

Strategy's Expected Result/Impact: Address RLA gaps in reading and writing through small group instruction outside of tier 1 instruction.

Staff Responsible for Monitoring: RLA Dept. Chair

Funding Sources: 199 - General Funds: SCE, \$9,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

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Strategy 5

Based on formative and summative assessment data, RLA teachers will utilize IXL weekly in Reading/Regular Classes during small-group reteach and RTI to assist with remediating low TEKS scores for individual students.

Strategy's Expected Result/Impact: Students increasing in their low TEKS performance on progress measures throughout the year.

Staff Responsible for Monitoring: RLA Department Head

Problem Statements: Student Learning 1, 3

Funding Sources: IXL 199 - General Funds: SCE, \$1,000

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

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

Formative Reviews

Some Progress

November

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student performance in Reading and English Language Arts remains low, with only 18% of students scoring at the Meets level or above on STAAR, including 19% of Hispanic students, indicating persistent literacy gaps in vocabulary, comprehension, and written expression.

Student performance in Reading and English Language Arts remains low, with only 18% of students scoring at the Meets level or above on STAAR, including 19% of Hispanic students, indicating persistent literacy gaps in vocabulary, comprehension, and written expression.

3

Although 70% of students met their Math MAP growth targets, only 54% met Reading MAP projections, and these gains were not consistently reflected in STAAR performance, suggesting gaps in instructional adjustment based on assessment data.

PLTs lack a consistent data-review protocol connecting MAP, TELPAS, and STAAR data. Teachers need more coaching and time to plan differentiated lessons based on formative assessments and progress-monitoring tools.

Performance Objective 2

Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 46% to 52% by May 2026. Increase the percentage of Hispanic students who meet or exceed projected MAP Reading growth from 47% to 52% by May 2026.

Evaluation Data Source: NWEA MAP, Walkthroughs, IPC, CFAs

Strategy 1 Additional Targeted Support Strategy

Students who scored in the 20th percentile or below (tier 3) on MAP and students needing hours for House Bill 1416 will be enrolled in a Reading class, or pulled out at least once a week before, after school for small group reteaching and during RTI to assist with addressing individual students' low TEKS to work on the Reading program IXL.

Strategy's Expected Result/Impact: Sixty percent of tier 3 students will meet or exceed their RIT growth on the MOY and EOY.

Staff Responsible for Monitoring: RLA Dept. Chair

Problem Statements: Student Learning 3

Funding Sources: IXL 199 - General Funds: SCE, \$15,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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April

July

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Although 70% of students met their Math MAP growth targets, only 54% met Reading MAP projections, and these gains were not consistently reflected in STAAR performance, suggesting gaps in instructional adjustment based on assessment data.

PLTs lack a consistent data-review protocol connecting MAP, TELPAS, and STAAR data. Teachers need more coaching and time to plan differentiated lessons based on formative assessments and progress-monitoring tools.

Performance Objective 3 High Priority

Increase the percentage of students who score at Meets or above on STAAR Algebra I from 9% to 14% by May 2026. Increase the percentage of Hispanic students from 11% to 16% at meets or above on Algebra I by May 2026.

Strategy 1 Additional Targeted Support Strategy

Based on the Math MAP BOY data, teachers will implement intervention lessons for students once a week based on the student's needs and skills identified as power standards.

Strategy's Expected Result/Impact:

Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 2, 3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

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Strategy 2 Additional Targeted Support Strategy

Barbara Cardwell will implement the CER and Academic Conversations strategy (Claim, Evidence, Reasoning) at least twice every six weeks in all classrooms, 100%.

Strategy's Expected Result/Impact:

Students will be tiered into skill groups based on identified high-stakes essential standards to address specific gaps.

Staff Responsible for Monitoring: Math Department Head

Problem Statements: Student Learning 2, 3

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

Formative Reviews

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Strategy 3

The Math administrator and department chair will monitor teachers' lesson internalization plans and give biweekly feedback on TEKS alignment in the lesson objectives, instructional activities, daily assessments, and differentiated activities/ modifications for special populations.

Strategy's Expected Result/Impact: Increase teacher knowledge of the curriculum to meet students' needs by differentiating and increasing the rigor of the lesson activities and tasks.

Staff Responsible for Monitoring: AP

Problem Statements: Student Learning 2, 3

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

Formative Reviews

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Strategy 4 Additional Targeted Support Strategy

Based on formative and summative assessment data, math teachers will utilize Delta Math on a weekly basis during small-group reteach and RTI sessions to assist with remediating low TEKS scores for individual students.

Strategy's Expected Result/Impact: Students increasing in their low TEKS performance on progress measures throughout the year.

Staff Responsible for Monitoring: Math Department Head

Problem Statements: Student Learning 2, 3

Funding Sources: Delta Math 199 - General Funds: SCE, \$1,000

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

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

Formative Reviews

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Strategy 5 Additional Targeted Support Strategy

To address learning gaps, we will offer weekly tutorial opportunities before and after school and six Saturdays during semester one and eight during semester two.

Strategy's Expected Result/Impact: Address Math gaps in reading and writing through small group instruction outside of tier 1 instruction.

Staff Responsible for Monitoring: Math Department Chair

Problem Statements: Student Learning 2, 3

Funding Sources: Professional Development, content and instructional resources. 199 - General Funds: SCE, \$9,000

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

Formative Reviews

November

February

April

July

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Although Algebra I Meets performance increased from 3% to 10%, overall math achievement remains significantly below grade-level expectations, particularly for economically disadvantaged students, signaling a continued need for targeted math interventions and conceptual understanding.

Teachers inconsistently implement data-driven small-group instruction and reteach cycles. Instructional planning often focuses on procedural skills rather than problem-solving and application. Strategies such as chunking, think-pair-share, and stop-and-jot are not used with fidelity to deepen student reasoning and retention.

3

Although 70% of students met their Math MAP growth targets, only 54% met Reading MAP projections, and these gains were not consistently reflected in STAAR performance, suggesting gaps in instructional adjustment based on assessment data.

PLTs lack a consistent data-review protocol connecting MAP, TELPAS, and STAAR data. Teachers need more coaching and time to plan differentiated lessons based on formative assessments and progress-monitoring tools.

Performance Objective 4

Increase the percentage of students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics from 72% to 80% by May 2026.

Increase the percentage of Hispanic students who meet or exceed projected MAP Math growth from 72% to 80% by May 2026.

Evaluation Data Source: NWEA MAP

Strategy 1 Additional Targeted Support Strategy

Students who scored in the 20th percentile or below (tier 3) and need House Bill 1416 hours will be pulled out at least twice a week, before, after school, or during intervention Fridays on the IXL program.

Strategy's Expected Result/Impact: Sixty percent of tier 3 students will meet or exceed their RIT growth on the MOY and EOY.

Staff Responsible for Monitoring: Math Dept. Chair

Problem Statements: Student Learning 2, 3

Funding Sources: Delta Math 199 - General Funds: SCE, \$1,500

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

February

April

July

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Although Algebra I Meets performance increased from 3% to 10%, overall math achievement remains significantly below grade-level expectations, particularly for economically disadvantaged students, signaling a continued need for targeted math interventions and conceptual understanding.

Teachers inconsistently implement data-driven small-group instruction and reteach cycles. Instructional planning often focuses on procedural skills rather than problem-solving and application. Strategies such as chunking, think-pair-share, and stop-and-jot are not used with fidelity to deepen student reasoning and retention.

3

Although 70% of students met their Math MAP growth targets, only 54% met Reading MAP projections, and these gains were not consistently reflected in STAAR performance, suggesting gaps in instructional adjustment based on assessment data.

PLTs lack a consistent data-review protocol connecting MAP, TELPAS, and STAAR data. Teachers need more coaching and time to plan differentiated lessons based on formative assessments and progress-monitoring tools.

Performance Objective 5 High Priority HB3 Goal

Increase the percentage of students attaining TSI from 6 % to 11 % by May 2026.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) meeting TSI from 19% to 30% by May 2026.

Evaluation Data Source: STAAR, walkthroughs, enrollment in Texas College Bridge, ACT, SAT, TSI, IBCs

Strategy 1 Additional Targeted Support Strategy

Provide at least one to two testing opportunities and study workshops throughout the year for students to participate in preparing and taking the TSIA2, ASVAB, ACT, and SAT to meet the College Career Military Readiness indicator.

Strategy's Expected Result/Impact: Increase the number of students taking TSIA2, National Assessments, and ASVAB for college entrance requirements.

Staff Responsible for Monitoring: AP

Problem Statements: Demographics 3 - Student Learning 4

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

Some Progress

November

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Strategy 2 Additional Targeted Support Strategy

12th-grade students who have not met CCMR will be enrolled in the Texas College Bridge Course to help students with college entrance requirements and school accountability with domain 3.

Strategy's Expected Result/Impact: Completing the Texas College Bridge course will ensure students have met the college entrance requirements, are able to attend college, and support growth with the Domain 3 CCMR indicator in the STAAR accountability score report.

Staff Responsible for Monitoring: Lead Counselor

Problem Statements: Demographics 3 - Student Learning 3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November

February

April

July

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Low CCMR performance -- only 30% overall, with TSI 5%, AP 6%, Dual Credit 0%, Industry Certifications 11% -- indicates limited postsecondary readiness. CCMR and TSI/CCMR reports confirm only 10-11% met TSI ELA and 3% met TSI Math.

Cardwell's master schedule restricts access to industry-based certification and dual credit courses; not all seniors were identified or scheduled for Texas College Bridge or TSI prep opportunities.

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Although 70% of students met their Math MAP growth targets, only 54% met Reading MAP projections, and these gains were not consistently reflected in STAAR performance, suggesting gaps in instructional adjustment based on assessment data.

PLTs lack a consistent data-review protocol connecting MAP, TELPAS, and STAAR data. Teachers need more coaching and time to plan differentiated lessons based on formative assessments and progress-monitoring tools.

4

The campus CCMR rate remained stagnant at 30%, with only 6% of students meeting TSI criteria and limited access to dual credit, AP, or industry-based certification opportunities, indicating that students are not fully prepared for postsecondary pathways.

The master schedule restricts access to college-prep, dual credit, and industry-based certification courses. There is a lack of systematic implementation of Texas College Bridge and insufficient progress monitoring for CCMR indicators.

Goal 2

Board 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

Decrease the number and percentage of students who are chronically absent from 55 % to 50 % by May 2026.

Decrease the number and percentage of Hispanic students who are chronically absent from 51% to 46% by May 2026.

Evaluation Data Source: Weekly, monthly and yearly Cognos reports

Strategy 1

Create a tiered attendance plan where all stakeholders have an assigned duty to help combat chronic absenteeism.

Strategy's Expected Result/Impact: Improved early identification of barriers (transportation, work, illness, etc.). Decrease in chronic absenteeism by 5 percentage points overall and among Hispanic students. Strengthened teacher-student relationships leading to higher engagement and course completion.

Staff Responsible for Monitoring: AP and the attendance committee

Problem Statements: Demographics 2

Formative Reviews

November

February

April

July

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The attendance rate for the Hispanic population was 88.6% in 2023-2024, below the 95% state expectation, with mobility at 56.17%. Hispanic students make up 84.3% of enrollment; overall attendance averages 85-87% depending on grade level, with downward trends in some months in 2024-25.

Attendance monitoring systems were inconsistently updated; communication gaps among teachers, attendance clerks, and administration limited timely interventions.

Performance Objective 2

Decrease the percentage of in and out of school suspensions for Hispanic students - the student group disproportionately referred for disciplinary action -- from 7% to 4% by May 2026.

Decrease the number of discretionary referrals for Hispanic students from 83% to 70% by May 2026.

Evaluation Data Source: Weekly, monthly and yearly Cognos reports

Strategy 1

Implement a proactive, tiered behavior support system that emphasizes restorative practices, social-emotional learning (SEL), and positive behavior interventions and supports.

Administrators, counselors, and teachers will be trained in the use of de-escalation strategies, restorative circles, and targeted interventions before assigning DAEP or ISS placements.

Strategy's Expected Result/Impact: Reduction in Exclusionary Discipline: Fewer students are removed from the classroom environment, leading to decreased DAEP and ISS placements.

Improved Student Behavior: Students develop self-regulation, conflict resolution, and interpersonal skills through consistent SEL instruction and restorative approaches.

Increased Instructional Time: Students spend more time in the classroom, resulting in stronger academic performance and reduced learning gaps.

Positive Campus Culture: A stronger sense of belonging and accountability improves relationships between staff and students, fostering a more supportive and safe learning environment.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

July

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

High student mobility (56%) impacts consistency in attendance, instruction, discipline and student performance. Nearly one-third (28%) of students transferred midyear within the district.

Cardwell serves a transient, at-risk population with reentry and midyear transfers; systems for academic and behavioral acclimation are limited.

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

Performance Objective 1

By the end of the 2025-2026 school year, we will host at least one parent/community event each month.

Evaluation Data Source: Event sign-in sheets, School Messengers, Communication logs, Emails

Strategy 1

Cardwell Prep will provide at least two workshops/classes per semester to grow the capacity of our parents as partners in education.

Strategy's Expected Result/Impact: Empower parents to actively support their students' education by providing guidance on how they can assist the campus and showing them how to access district platforms, ensuring they stay informed and up to date on their students' progress.

Staff Responsible for Monitoring: Counselors/Administrators

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Only 58.3% of parents believed that Cardwell valued parents ideas.

Cardwell planned events that did not provide parents with the correct avenues or opportunities to give feedback and/or ideas on school improvement planning for the 24-25 school year.



State Compensatory Education

State Compensatory

Budget for Barbara Cardwell Career Preparatory Center

Total SCE Funds: \$23,078.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Software that will be purchased with these funds includes IXL Reading and IXL Social Studies, which will be used for HB1416 remediation hours and preparation for the STAAR exam. Go Guardian will be purchased for the Grad Lab program for 5th—and 6th-year seniors recovering credits to graduate. Tutoring will be offered after school and on Saturdays. Teachers and paraprofessionals will assist with these tutorials. General supplies such as paper, notebooks, binders, and print copies from the print shop will be purchased for students and Eagle Time remediation for STAAR and HB1416. Teacher professional development will include ESL strategies to support our English Language Learners.

Personnel for Barbara Cardwell Career Preparatory Center

Name	Position	FTE
Gabriella Casablanca	Instructional Paraprofessional	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Leslie Whitewater	Teacher	House	NaN
Lorene Sandifer	Teacher	House	NaN
Mahuya Roy Chowdhury	Teacher	House	NaN



Funding Summary

Funding Summary

199 - General Funds: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	All In Learning	--	\$3,000.00
1	1	4		--	\$9,000.00
1	1	5	IXL	--	\$1,000.00
1	2	1	IXL	--	\$15,000.00
1	3	4	Delta Math	--	\$1,000.00
1	3	5	Professional Development, content and instructional resources.	--	\$9,000.00
1	4	1	Delta Math	--	\$1,500.00
				Sub-Total	\$39,500.00



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

