# Irving Independent School District

# Austin Middle School

Accountability Rating: C

# 2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 05, 2026 at 12:50 PM

# Mission Statement

Austin Middle School, united with families and the community, will cultivate innovative thinkers, leaders and contributors in preparation for challenges in our diverse
and competitive world. Through collective efforts, we will ensure a safe and supportive learning environment for each student to strive for excellence.

# Vision

Broncos...

Seek Opportunities

Desire Growth

Build Character

Embrace Learning

Ignite Innovation

# Value Statement

We, the AMS staff, collectively commit to:

- Cultivating collaboration amongst staff and students.
- Identifying and meeting all students at their levels to close the gaps.
- Providing opportunities for intellectual, physical, social, emotional, and cultural growth.
- Promoting purposeful, ethical and innovative use of technology
- Inspiring students' curiosity and creativity for life-long learning.

Department Belief Statements:

**ELAR:** We believe through relationships and attainable goal setting, students will be empowered to strive in literacy to reach their highest potential.

**Electives:** We believe in building lifelong learners by building relationships so that we can understand our students. By sharing our passion so that students cannot help but to be engaged, and by keeping an open mind, we believe we will discover those teachable moments and educate the whole person.

**Social Studiess:** We believe all students can grow academically and pursue lifelong learning through purposeful, planned, and relevant instruction which sets high expectations, instills motivation, and sparks curiosity, while ensuring the social and emotional well-being of our diverse learners.

**Science:** We believe in empowering all students to become lifelong learners. All students will be given an equal opportunity to become critical thinkers by investigating, exploring, and making observations about the world around them. As a team we will work collaboratively to vertically align student learning, be open-minded, and create future leaders and innovators of STEM.

**Paraprofessionals**: We believe in a safe environment where we are creating opportunities that are stimulating and encompasses parental support. Without our parents, it is difficult to service our students.

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# Comprehensive Needs Assessment

# Demographics

## Summary

### Austin Middle School Summary

Austin Middle School, located in Irving ISD, is a neighborhood-based, traditional public middle school serving grades 6 through 8 in the urban-suburban setting of Dallas County. As of the 2025–2026 school year, Austin MS enrolled 686 students—a continued decline from 837 students in 2022–2023—reflecting neighborhood demographic shifts and increased student mobility. Although enrollment has declined, we are over 11 students from the projected number for this school year. The campus remains a vibrant hub of learning and cultural identity for the surrounding community.

The student population is overwhelmingly Hispanic (94.9%), with the remaining 5.1% representing African American, Asian, White, American Indian, and Multi-Racial groups. This rich cultural diversity is matched by a high concentration of students requiring specialized supports. More than 82.5% of students are economically disadvantaged, and 67.2% are Emergent Bilingual (EB), requiring a schoolwide ESL instructional approach. The campus also serves 12.24% of students receiving Special Education services, 1.90% under Section 504, and 17.64% in Gifted & Talented programs. A gender distribution of 53.6% male and 46.4% female supports balanced programming across all grade levels

While the average attendance rate is 90.8%, chronic absenteeism is a significant issue, especially among SPED students, where 22% are chronically absent. Student mobility is also a factor, with 19.8% of students transferring during the school year. Discipline data shows consistently high infraction counts during the spring months, often correlating with attendance dips and academic pressures. Disproportionate discipline rates persist among Hispanic, African American, and EB students.

Instructional initiatives at Austin MS are deeply aligned to student needs. With 90.35% of students classified as at-risk, the school utilizes a layered MTSS framework, bilingual instructional supports, and strategic STAAR intervention blocks. Technology is leveraged through one-to-one Chromebook access and digital platforms like ixl. The school's culture emphasizes literacy, inclusivity, student voice, and academic growth.

### 2026 STAAR Performance

Austin Middle School's 2025 STAAR results show progress in several core areas, reflecting ongoing instructional efforts and targeted interventions:

| Subject | 2026 % Approaches | 2026 % Meets | 2026 % Masters |
|---|---|---|---|
| Reading | 61% | 36% | 15% |
| Math | 60% | 36% | 12% |
| Science | 67% | 47% | 20% |
| Social Studies | 49% | 26% | 12% |

Reading and Science demonstrate stronger performance at the *Meets* level. Science led at the *Approaches* threshold. Social Studies remains an area of focus in Approaches but showed gains in meets and masters this school. Social studies will continue to strengthen historical literacy and academic vocabulary through cross-curricular strategies. The focus will also be on the category of Geography and Culture.

Though Austin MS does not have CCMR or advanced course enrollment due to its middle school setting. th These data, along with TELPAS, MAP Growth, and teacher observation tools, inform decisions about programming and supports.

In 2026, Austin was identified as a Targeted Support and Improvement (TSI) campus due to persistent performance gaps for Special Education in Reading, Math and Student Success Student Achievement Domain.  Despite this designation, the school has made notable strides in student growth, particularly in Grade 6 Math and Reading, and is actively implementing interventions and data-driven systems to close achievement gaps.

Ultimately, Austin Middle School is a community-driven campus that celebrates its students' cultures, values family engagement, and invests in the academic and personal development of every learner. The school's mission—*"to cultivate innovative thinkers, leaders, and contributors"*—is evident across its classrooms, leadership teams, and enrichment opportunities.

For the school year 2025-2026, Austin Middle school grew 9 points on its accountability rating from a 69 to a 78. The campus is moving in a positive direction and continues to implement the 5 core instructional strategies and has received recognition for its implementation of Big Rocks TVB management strategies.

There are 246 6th graders, 226 7th graders, and 214 8th graders. Our teachers, students, and parents work together to form our stakeholders. We are also working with Sustain ED and Big Rocks to help improve our TIER one instruction and classroom managment. We have one community member that will be part of the CIC this school year.

# Strengths

**Demographics Summary**

**Strong Cultural Identity and Bilingualism**

With 94.9% Hispanic enrollment, Austin Middle School proudly embraces its rich cultural and linguistic heritage. Families represent multiple Latin American countries, including Mexico, El Salvador, Ecuador, Cuba, and Nicaragua. The campus's 67.2% Emergent Bilingual population provides a unique opportunity to focus deeply on bilingual instruction, biliteracy development, and dual language strategies that affirm students' identities and promote academic growth through language proficiency.

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**Community-Connected Enrollment**

As a **neighborhood middle school**, Austin serves families who live primarily within its attendance zone, creating deep-rooted community ties and a strong sense of belonging. This local connection strengthens **family engagement**, **student pride**, and **staff commitment** to the campus mission.

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**Balanced Gender Distribution**

For the first time, Austin MS reports a 53.6/46.4 male-to-female ratio, enabling the campus to offer equitable opportunities across academic programs, leadership roles, and extracurricular participation.

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**Gifted and Talented Participation**

With **17.1% of students identified as Gifted & Talented**, AMS demonstrates strong practices in identifying and supporting high-potential learners across all subgroups. The GT program ensures access to **enriched, inquiry-based learning** and extension opportunities for advanced thinkers.

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**Inclusive Support for Special Populations**

Austin MS serves a wide range of learners, including:

- **SPED:** 12.9%
- **Section 504:** 3.12%
- **At-Risk:** 81%

These figures reflect **robust identification systems** and a commitment to aligning services through MTSS and targeted interventions to address both academic and behavioral needs.

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**Staff Diversity and Commitment**

The faculty reflects the diversity of the student body, with many teachers fluent in Spanish and skilled in **culturally responsive practices**. Staff members prioritize building strong relationships with families, which has strengthened **trust, collaboration, and student engagement** . Recent trends show a rise in alternatively certified teachers and intentional leadership development to sustain campus capacity and instructional quality.

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**Consistently High Attendance**

Despite high mobility and economic challenges, AMS maintains a 90.8% overall attendance rate. This performance demonstrates a positive campus culture and consistent student engagement.However, chronic absenteeism among Economically Disadvantaged students remains a concern and will continue to be a focus area for improvement through attendance interventions and family outreach. outreach.

The infraction and behavior count for students has been reduced since 2023, with the school year 2025-2026 seeing a decline of over 150.

| Distinct Count of Behavior Event ID's | School Year | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
| * | 2 | 1 | | 1 | | | | | 1 | | |
| 02 | | | | | | | 1 | | | | |
| 05 | 1 | | | | | | | | | | |
| 06 | 54 | 154 | 128 | 29 | 20 | 36 | 96 | 275 | 124 | 101 | 16 |
| 07 | 136 | 135 | 132 | 56 | 9 | 144 | 244 | 448 | 327 | 140 | 14 |
| 08 | 64 | 102 | 111 | 71 | 12 | 49 | 161 | 146 | 140 | 185 | 4 |
| 09 | | | 1 | | | | 1 | | | | |
| 12 | | | | | | | | 1 | | | |
| **Totals** | **257** | **392** | **372** | **157** | **41** | **229** | **503** | **870** | **592** | **426** | **34** |

The drop out rate was 0% for the 2025-2026 school year.

The attendance % by grade level over the years is as follows:

| Attendance % | School Year | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| 06 | 97.1% | 97.2% | 96.6% | 97.8% | 98.6% | 94.0% | 94.3% | 96.3% | 95.9% | 95.5% | 96.6% |
| 07 | 96.6% | 96.8% | 96.7% | 97.4% | 98.3% | 93.3% | 94.2% | 95.7% | 95.1% | 95.5% | 96.7% |
| 08 | 96.5% | 96.2% | 95.8% | 97.4% | 98.2% | 92.3% | 94.2% | 95.9% | 94.4% | 94.4% | 95.5% |
| Overall | 96.7% | 96.8% | 96.4% | 97.5% | 98.4% | 93.2% | 94.3% | 96.0% | 95.2% | 95.2% | 96.3% |

The attendance rate by subgroup for the 2025-2026 school year is:

| Attendance % | Special Population | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gender | | Ethnicity | | | | | | Econ Dis | | LEP | | Special Ed | |
| | F | M | 1-Hispanic/Latino | 2-American Indian/Alaska Native | 3-Asian | 4-African American/Black | 6-White | 7-Two or More Races | N | Y | N | Y | N | Y |
| 06 | 95.9% | 95.2% | 95.6% | | 98.3% | 88.1% | 98.8% | | 92.6% | 96.0% | 94.5% | 96.1% | 95.5% | 95.5% |
| 07 | 95.8% | 95.3% | 95.7% | | 86.2% | 90.7% | 96.5% | 94.5% | 92.8% | 96.0% | 95.5% | 95.6% | 95.6% | 94.7% |
| 08 | 94.8% | 94.1% | 94.5% | 96.5% | 98.0% | 92.9% | 90.7% | 94.8% | 92.2% | 94.9% | 94.2% | 94.7% | 94.8% | 89.2% |

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Chronic absenteeism continues to reduce consistent access to Tier I instruction and intervention for identified student groups, with attendance data indicating areas of concern among Economically Disadvantaged, Emergent Bilingual, Hispanic, and Special Education students. | Campus attendance systems have not yet consistently resulted in early identification, targeted family outreach, individualized interventions, and timely re-engagement supports for students demonstrating patterns of chronic absenteeism. |
| 2 | Austin Middle School serves a student population with significant and diverse instructional needs, including high percentages of Economically Disadvantaged, Emergent Bilingual, At-Risk, and Special Education students, requiring coordinated academic, linguistic, behavioral, and intervention supports. | Campus systems and staffing capacity must continue to adapt to ensure differentiated instruction, intervention, progress monitoring, and specialized supports are consistently provided based on individual student needs. |
| 3 | Continued enrollment decline and student mobility create challenges for long-term staffing, program planning, resource allocation, and instructional continuity. | Changes in enrollment patterns and student mobility require the campus to continually adjust staffing, programming, and instructional supports to meet changing student needs. |

★ = Priority

# Student Learning

## Summary

Austin Middle School's 2025–26 STAAR data demonstrates areas of growth while identifying continued opportunities to improve student achievement. Across all tested subjects, 60% of students achieved Approaches Grade Level or Above, 37% achieved Meets, and 14% achieved Masters. Meets performance increased three percentage points and Masters increased two percentage points from the previous year; however, campus performance remains below state and district levels at Approaches and Meets. Science demonstrated the strongest growth, while Grade 7 Mathematics, Social Studies, and ELA/Reading represent priority areas for improvement. Significant achievement gaps also remain for Special Education and EB students. These results indicate a need for consistent implementation of high-quality Tier I instruction, targeted intervention based on student-level data, intentional progress monitoring, and differentiated supports designed to increase the number of students reaching Meets and Masters while accelerating students who have not yet reached Approaches.

**MAP Growth  EOY (Fall 2024 – Spring 2025)**

- **6th Grade Math:** 38% met growth targets, **Median Conditional Growth Percentile (CGP): 35**
- **7th Grade Math:** 47% met growth targets, **CGP: 41**
- **8th Grade Math:** Only 24% met growth targets, **CGP: 26**
-

**MAP Growth  EOY (Fall 2024 – Spring 2025)**

- **6th Grade Reading:** 46% of students met growth targets CGP 42%
- **7th Grade Readig:**  48% of students met growth targets CGP 48%
- **8th Grade Reading:** 50% of students met growth targets CPG 49%
-

**MAP MATH Growth BOY (Fall 2025 – Fall 2026)**

- **6th Grade Math:**  34% of students met growth targets CPG% 34
- **7th Grade Math:** 49% of students met growth targets CPG 44%
- **8th Grade Math:** 31% of students met growth targets CPG 27%
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**MAP READING Growth BOY (Fall 2025 – Fall 2026)**

- **6th Grade Math:** 45% of students met growth targets CPG 43%
- **7th Grade Math:** 38% of students met growth targets CPG 38%
- **8th Grade Math:**  43% of students met growth targets CPG 44%
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**TELPAS (English Language Proficiency)**

- Composite scores for our students show growth and Austin exceeded the TARGET reeiving 4/4 of their TELPAs points

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**Targeted Support and Improvement (TSI) Identification**

Austin MS is **identified for Targeted Support and Improvement in Special Educaiton. We are monitoring the sub groups**

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**Progress Monitoring and Domain Ratings Domain 1 – Student Achievement**

**2026 Rating: D | Scaled Score: 69**

Austin Middle School earned a **Domain 1 Student Achievement scaled score of 69 (D)**. Across all STAAR assessments, **60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level**. Performance indicates that a significant percentage of students are not yet demonstrating grade-level proficiency, with 40% of assessments falling below Approaches.

Performance varied considerably by content area. **Science was the strongest core content area**, with 67% Approaches, 47% Meets, and 20% Masters. Reading performance was 61% Approaches, 36% Meets, and 15% Masters, while Mathematics was 60% Approaches, 36% Meets, and 12% Masters. **Social Studies represents the greatest content-area need**, with only 49% Approaches, 26% Meets, and 12% Masters.

Student-group data demonstrate substantial achievement gaps. Current Special Education students performed at only **34% Approaches, 12% Meets, and 3% Masters**, significantly below overall campus performance. EB/EL students achieved 57% Approaches, 33% Meets, and 13% Masters. These results indicate a need to strengthen Tier I instruction while providing intentional differentiation, intervention, and progress monitoring for students performing below grade level.

**Identified Domain 1 Need:**
Austin Middle School must increase the percentage of students achieving **Approaches, Meets, and Masters**, with particular emphasis on moving students from Did Not Meet to Approaches and from Approaches to Meets. Priority areas include **Social Studies, Reading, Mathematics, Special Education, and EB/EL students**.

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**Domain 2 – School Progress**

**Academic Growth: D – 69 | Relative Performance: B – 80**

Domain 2 presents a different picture from Domain 1 and is an important strength to highlight in your needs assessment. Austin Middle School earned an **Academic Growth scaled score of 69 (D)**; however, the campus earned a **Relative Performance score of 80 (B)**.

The Academic Growth raw score was **60**. Of the 1,334 assessments included in the growth calculation, **682 earned one full annual-growth point**, while another 158 assessments earned a half point. The campus accumulated 761 annual growth points plus 36 accelerated-learning points.

This indicates that while many students are demonstrating year-to-year academic growth, **the rate and magnitude of growth are not yet sufficient to consistently move students into higher STAAR performance levels**. This aligns with Domain 1, where only 37% of assessments reached Meets and 14% reached Masters.

The **B in Relative Performance is an important positive indicator**. It suggests that Austin Middle School is producing stronger results when performance is considered relative to campuses serving similar percentages of economically disadvantaged students. Therefore, the campus has evidence that current instructional efforts can produce results; the next step is increasing the consistency and intensity of those practices so that more students demonstrate accelerated rather than incremental growth.

**Identified Domain 2 Need:**
Austin Middle School must increase **accelerated academic growth**, particularly among students who enter the year below grade level. Instruction and intervention should intentionally move students across performance levels rather than focusing solely on maintaining current achievement. PLCs should regularly monitor student-level growth and identify students who are **Did Not Meet → Approaches, Approaches → Meets, and Meets → Masters** candidates.

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**Domain 3 – Closing the Gaps**

**2026 Rating: C | Scaled Score: 72**

Domain 3 demonstrates both a significant campus strength and some of the most important equity concerns in the data. Austin

Middle School earned a **Closing the Gaps scaled score of 72 (C)**.

The strongest component was **English Language Proficiency**, where the campus earned **4 out of 4 possible points and a component score of 100**. The 2026 Advanced High/Basic Fluency rate was 38%, exceeding the interim target of 30%. This represents an important campus strength and suggests that strategies supporting language acquisition are producing positive results.

However, **Academic Achievement and Academic Growth each earned only 11 of 32 available points**, resulting in component scores of 34.4%. Student Success was also an area of concern, earning only **3 of 16 available points**.

The student-group data identify particularly significant concerns for **Special Education students**. At Meets Grade Level or above, Special Education students achieved only **11% in Reading and 15% in Mathematics**. The interim Closing the Gaps targets were 19% for Special Education Reading and 21% for Special Education Mathematics, meaning neither target was met.

The Closing the Gaps data also show that achievement is not consistently distributed across student groups. For example, overall Reading performance at Meets was **36%**, below the All Students interim target of 44%. Mathematics Meets performance was also **36%**, below the All Students target of 47%. Although some student groups met individual targets, the campus did not earn sufficient points across groups to produce strong Academic Achievement or Student Success component scores.

**Identified Domain 3 Need:**
Austin Middle School must reduce achievement gaps by ensuring that historically underperforming student groups—particularly **Special Education, EB/EL, economically disadvantaged, and High Focus students—receive consistent access to rigorous Tier I instruction, differentiated supports, targeted intervention, and frequent progress monitoring**. Special Education achievement should be a major campus improvement priority.

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**Attendance and Discipline**

- Most of the students missing school have been the SPED students.
- **Grade-Level Attendance (2025–26):**
    - 6th Grade: 95.8%
    - 7th Grade: 95.2%
    - 8th Grade: 94.7%
    - All declined from the previous year.

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**Advanced Coursework, Retention & Graduation Plans**

- As a middle school, Austin MS does not have graduation data, but participation in **advanced or dual credit coursework is not reported**.
- No dropouts reported; 0% dropout rate.
- No evidence of retention spikes reported for 2025-26

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**Special Education and EB Performance**

- **SPED (Current):** Significantly below grade level in both RLA and Math and is currently the reason the school is School improvement.

# Strengths

Austin Middle School demonstrated several areas of academic strength during the 2025–26 school year. Science showed the strongest overall improvement, increasing from 62% to 67% at Approaches, 41% to 47% at Meets, and 11% to 20% at Masters. This growth across all three performance levels indicates increased rigor and improved student mastery.

Grade 8 Reading and Science demonstrated notable gains. Grade 8 Reading increased from 58% to 68% Approaches, while Grade 8 Science increased from 59% to 64% Approaches and from 35% to 42% Meets. Grade 8 Social Studies also showed improvement at Meets, increasing from 21% to 26%.

Another strength is the campus's ability to increase performance at the higher achievement levels overall. Across all subjects, Meets increased from 34% to 37% and Masters increased from 12% to 14%, demonstrating progress in moving some students beyond minimum proficiency toward grade-level and advanced performance.

The campus also demonstrated particularly strong performance among students completing Algebra I and Biology EOCs. Algebra I results included 96% Approaches, 81% Meets, and 53% Masters, while Biology achieved 100% Approaches, 100% Meets, and 70% Masters. These results demonstrate that students can achieve at high levels when provided rigorous instruction and appropriate academic supports.

The school has a guild in Advisory period.  During this time the students are categorized into 3 main groups.  The groups are Math, Reading and TELPAS.  There are 6 different TELPAS groups.  The students in the Math and Reading groups are also divided into priority groups.  Students who are HB 1416 are using IXL and minutes required are being tracked.  Teacher engage in DDI PLT meetings and during the data dive, they review data to plan a re-teach, schedule the re-teach and collect a DOL to determine if the re-teach was successful.  This is done after each DCA or 3 week formative quiz.

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Special Education students demonstrate a significant achievement gap compared with overall campus performance. Across 2026 STAAR assessments, 34% achieved Approaches, 12% achieved Meets, and 3% achieved Masters. | General education and Special Education systems are not yet consistently aligned to ensure that IEP-required supports, specially designed instruction, accommodations, targeted intervention, and progress monitoring are implemented with fidelity and adjusted based on student performance data. |
| 2 ★ | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |
| 3 ★ | Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1 | Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction. |
| 4 ★ | Special Education students are not demonstrating sufficient achievement and academic growth in Reading and Mathematics to meet Closing the Gaps targets. | Campus systems do not consistently ensure that Special Education student IEP implementation, service minutes, accommodations, and Reading and Mathematics performance data are routinely monitored and analyzed to determine the effectiveness of instruction and intervention. |
| 5 ★ | Emergent Bilingual students require continued acceleration in English language proficiency to ensure consistent access to rigorous grade-level instruction across content areas. | Campus instructional systems do not consistently ensure that language-development strategies, academic discourse, and opportunities to listen, speak, read, and write using academic language are intentionally embedded and monitored across all content-area classrooms. |

★ = Priority

# School Processes & Programs

## Summary

**Academic Programs**

These are core and supplemental instructional offerings:

- **Core Curriculum Programs**: (e.g., *TEKS-aligned instruction, ELAR/Math/Science/Social Studies frameworks*)
- **Intervention & Enrichment**:
    - Tiered instruction (MTSS, RTI)
    - Pull-outs and push-in support for struggling learners
    - Tutorials, Saturday School, or after-school programs
- **Advanced Academics**:
    - Pre-AP, Honors courses
    - Dual Language / GT Programs
- **Special Education**:
    - Inclusion, resource, and life skills services
- **English Learner Supports**:
    - ESL classes, newcomer support, TELPAS progress monitoring

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**Instructional & Professional Practices**

Focuses on teaching quality and staff development:

- **PLC (Professional Learning Communities)**: Weekly or bi-weekly teacher team meetings for lesson planning, data analysis, and alignment
- **Data-Driven Instruction**: Regular assessment review cycles using benchmarks, common assessments, and formative checks
- **Instructional Coaching**: On-site coaches or admin-led coaching cycles for improving classroom instruction
- **Walkthroughs & Feedback**: Regular classroom visits to provide formative feedback
- **TTESS Implementation**: Formal and informal observations aligned with state evaluation standards

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**Student Support Systems**

Social-emotional and behavioral systems:

- **PBIS or School-Wide Behavior Plan RISE PLAN**
- **SEL Curriculum** (e.g., *Second Step, Character Strong*)
- **Counseling Services**: Academic advising, mental health support, crisis response
- **Attendance Interventions**: Monitoring, home visits, incentive programs

**Campus-Wide Processes & Leadership Structures**

- **Campus Leadership Team (CLT)** or **Site-Based Decision-Making Committee (SBDM)**: Reviews data, sets campus goals, and guides improvement plans
- **CNA / CIP Cycle**: Annual Comprehensive Needs Assessment and Campus Improvement Planning process
- **Master Scheduling Process**: Based on student needs, staff input, and program alignment
- **Family Engagement**: Parent nights, student-led conferences, communication tools (e.g., Remind, KINVOLVE, newsletters)

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**Accountability & Continuous Improvement**

- **Monitoring Systems**:
    - **TELPAS, STAAR, MAP, district assessments**
    - **Progress monitoring tools for reading/math**
- **District or State Accountability Ratings Review**
- **Big Rocks Partnership**
- **SUSTAIN ED**

# Strengths

**School Processes & Programs – Strengths**

1. Strengthening PLC Implementation

Weekly PLC structures are established and provide teachers with dedicated time for collaborative planning, lesson internalization, data analysis, and alignment to the TEKS. Grade-level and content teams are increasingly using PLC time to identify student needs, anticipate misconceptions, and strengthen instructional responses. Continued refinement of PLC practices will support greater consistency across teams and content areas.

2. Increased Use of Data-Driven Instructional Practices

The campus has strengthened the use of common assessments, formative assessments, MAP, district assessments, and other student-performance data to identify learning needs and inform instructional decisions. Teachers are increasingly using data to plan reteaching, intervention, and extension. Continued emphasis is needed on translating data analysis into timely instructional responses for individual students and student groups.

3. Established MTSS/Intervention Structures
Austin Middle School has established academic and behavioral MTSS structures, including intervention/enrichment opportunities, small-group instruction, and progress-monitoring processes. These systems provide a foundation for addressing individual student needs. Continued work is needed to strengthen implementation fidelity, particularly in the identification, delivery, and monitoring of Tier 2 and Tier 3 interventions.

4. Instructional Coaching and Feedback Systems

The campus has established instructional coaching and feedback structures that provide teachers with ongoing support related to instructional planning, classroom practice, and professional growth. Administrators and instructional leaders use walkthroughs, coaching conversations, and T-TESS feedback to reinforce effective practices and identify opportunities for continued improvement.

5. Strengthened Campus-Wide Expectations and Routines

Campus-wide expectations, routines, and behavior-management systems have contributed to a more structured learning environment and a reduction in office referrals. The campus continues to strengthen consistency in classroom management,

transitions, and common expectations to protect instructional time and increase student engagement. Use of TVB and RISE PLAN.

6. Professional Learning Responsive to Campus Needs

Professional learning opportunities are increasingly aligned to student achievement data, teacher needs, instructional priorities, classroom management, and support for special populations. The campus has established structures for ongoing professional learning and coaching while continuing to refine differentiated support for novice, alternatively certified, and experienced teachers.

7. Supportive Leadership and Collaborative Culture

Campus leadership has established structures that promote collaboration, shared responsibility, and teacher voice. Leadership teams, department structures, PLTs, and feedback opportunities provide staff with avenues to participate in campus decision-making and continuous improvement. These collaborative structures provide a foundation for strengthening collective responsibility for student outcomes.

8. Strengthening Systems for Monitoring and Accountability

The campus has established systems for monitoring student achievement, instructional practices, CIP goals, and implementation of campus initiatives. Leadership and instructional teams regularly review data and implementation evidence to identify progress and areas requiring additional support. Continued refinement of monitoring systems will focus on ensuring that identified needs result in timely instructional adjustments.

9. Established Programs and Supports for Diverse Learners

Austin Middle School has established programs and support structures for Special Education, Emergent Bilingual, GT, 504, and at-risk students. The campus demonstrated particular strength in English Language Proficiency while continuing to strengthen differentiated instruction, specially designed instruction, accommodations, intervention, and progress monitoring to improve outcomes for Special Education and other identified student groups.

10. Family and Community Communication Structures

Austin Middle School has established multiple systems for communicating and engaging with families, including bilingual communication, newsletters, conferences, digital platforms, and campus events. These structures have strengthened opportunities for family-school partnerships. The campus will continue to expand proactive and targeted engagement, particularly for families of students experiencing academic, attendance, or behavioral challenges.

The school attends job fairs to recruit teachers.

The school has a crime stoppers group that involves students, the SRO and one AP.  They meet once a month discuss ways to improve school safety.  The counselors visit classrooms and provide guidance on bullying and drug violence.  For the 2025-2026 school year, there was 10 incidents of bullying reported and 12 students that had a total of 27 instances of possession, sold, gave, used or being under the influence of a substance.  For the year of 2024-2025 there was a total of 15 reports of bullying and 19 instances of possession.

The students attend a Career Fair through the CTE department to learn about differenct careers.  Students also visit the feeder high schools to get additional information on their pathways.

This year, new teachers are paired with a mentor teacher.  They attend meetings and meet with their mentors.  The mentors are required to observe the mentees and provide feedback.  This mentor program was restructured for the school year 2026-2027.

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Professional learning has contributed to strengthened instructional practices; however, differentiated support and follow-up coaching are needed to address varying levels of teacher experience and instructional capacity and to promote consistent implementation of campus instructional expectations. | Professional learning has primarily been delivered through campuswide structures without a consistent system for differentiating support based on teacher need and providing targeted follow-up coaching informed by walkthrough data, student performance, and implementation of campus instructional priorities. |
| 2 ★ | Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery. | Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas. |
| 3 | Campus instructional and support systems do not yet consistently ensure that Special Education students receive specially designed instruction, appropriate accommodations, differentiated Tier I instruction, targeted intervention, and progress monitoring necessary to accelerate achievement. | General education, Special Education, PLC, and intervention systems are not yet consistently coordinated to plan, implement, and monitor individualized supports based on student performance and IEP needs |
| 4 | Although office referrals decreased by 44%, behavioral incidents continue to result in lost instructional time, indicating a need for greater consistency in proactive classroom management and campuswide behavior expectations. | Implementation and monitoring of proactive behavior supports, classroom management practices, and campuswide expectations vary across classrooms and grade levels. |

★ = Priority

# Perceptions

## Summary

Austin Middle School continues to demonstrate a strong commitment to building a culture of collaboration, equity, and continuous improvement. The campus emphasizes relationships, culturally responsive instruction, and a shared vision centered around student growth and opportunity.

**Culture & Climate**

Austin MS fosters a deeply rooted sense of community, grounded in Hispanic heritage and multilingual identity. Staff and students embrace the campus mission: to cultivate innovative thinkers, leaders, and contributors. The values of inclusion, curiosity, and resilience are consistently reinforced through staff modeling, student leadership, and cultural celebrations.

Austin Middle School's Spring 2026 Panorama survey data indicate that school climate and culture are areas of concern across multiple stakeholder groups. Student perceptions of overall school climate were **25% favorable**, compared with **28% across Irving ISD**, while school safety was stronger at **56% favorable**, matching the district average. Students also reported concerns with consistency of expectations, as only **13%** responded favorably that students follow school rules well. At the same time, students reported relatively stronger perceptions of rigorous expectations at **47% favorable**, suggesting that academic expectations are more established than behavioral and cultural expectations.

Teacher perceptions reflect greater concern with campus culture and systems. School Leadership was **22% favorable**, Staff-Leadership Relationships were **39% favorable**, and Student Behavior was **19% favorable**, all substantially below district averages. Teachers also reported limited consistency in the enforcement of student behavior expectations, with only **6% favorable** regarding consistent enforcement of rules. Teacher well-being was **38% favorable**, with survey responses indicating high levels of exhaustion and frustration among staff.

Family perceptions also demonstrate concerns related to climate and belonging. Family School Climate was **47% favorable**, compared with **68% districtwide**, while School Fit was **50% favorable**, compared with **65% across the district**. Staff-Family Relationships were **63% favorable**, indicating that positive relationships exist but have room for improvement. Families reported stronger perceptions regarding attendance and their ability to support their children, providing a foundation for increased family partnership and engagement.

Overall, the survey data suggest that Austin Middle School would benefit from a more consistent and predictable campus culture focused on clear expectations, equitable enforcement of behavioral expectations, stronger staff trust and leadership responsiveness, improved student belonging, and increased family confidence. A key area of focus for the campus is establishing consistent systems and practices that are experienced similarly by students, staff, and families.

**Parent & Community Engagement**

Family engagement remains a focus area for improvement. While families are described as supportive and deeply connected to the school, participation in formal events such as academic nights, workshops, and conferences has been limited—especially among families of chronically absent students. Language barriers and inconsistent outreach were identified as contributing factors.

Efforts have been made to improve communication through bilingual messaging platforms, newsletters, and targeted family engagement strategies. However, these systems are not yet fully consistent across all grade levels and departments.

Only 24 parents completed the Parent survey.

**Staff Feedback & Retention**

Staff retention holds at approximately 77%, with a noticeable increase in alternatively certified teachers and new hires. While professional development and mentor support have improved satisfaction among early-career teachers, overall staff feedback indicates a desire for:

- More differentiated PD

- Additional planning time
- Stronger systems for managing behavior
- Improved recognition and wellness supports

Surveys reveal that while staff feel mission-driven and valued, many also report high stress due to workload and inconsistent discipline practices.

**Student Voice**

Student feedback reflects a strong sense of belonging and pride in cultural identity, especially among Hispanic and EB students. However, older students express concerns about behavioral disruptions and limited access to enrichment opportunities. Students value positive relationships with teachers but want more voice in school activities and decision-making.

**Communication Systems**

Communication with families is improving, especially with the use of bilingual platforms and parent liaisons. However, engagement remains uneven and highly dependent on the teacher or team. Families of students with higher needs often require more structured and proactive outreach.

ATTENDANCE by SUB GROUP and grade level

Special Population

| Attendance % | Gender | | Ethnicity | | | | | | Econ Dis | | LEP | | Special Ed | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | 1-Hispanic/Latino | 2-American Indian/Alaska Native | 3-Asian | 4-African American/Black | 6-White | 7-Two or More Races | N | Y | N | Y | N | Y |
| 06 | 95.9% | 95.2% | 95.6% | | 98.3% | 88.1% | 98.8% | | 92.6% | 96.0% | 94.5% | 96.1% | 95.5% | 95.5% |
| 07 | 95.8% | 95.3% | 95.7% | | 86.2% | 90.7% | 96.5% | 94.5% | 92.8% | 96.0% | 95.5% | 95.6% | 95.6% | 94.7% |
| 08 | 94.8% | 94.1% | 94.5% | 96.5% | 98.0% | 92.9% | 90.7% | 94.8% | 92.2% | 94.9% | 94.2% | 94.7% | 94.8% | 89.2% |

Teacher attendance for the past 2 years has been about the same.  Not including FMLA leave absences for the past 2 yearshas been 475 for 2025-2026 and 451 for 2024-2025.

# Strengths

- **Strong Cultural Identity and Inclusive Environment**
    - Austin MS embraces and celebrates its overwhelmingly Hispanic student population through culturally responsive teaching, bilingual signage, and schoolwide events that honor Latin American heritage.
    - Students and staff report a strong sense of belonging and shared purpose grounded in the campus values: **Seek Opportunity, Desire Growth, Build Character, Embrace Learning, and Ignite Innovation**.
- **Positive Student-Teacher Relationships**
    - Students consistently express that they feel supported and cared for by their teachers.
    - Teachers prioritize relationship-building, which supports engagement, particularly among at-risk and EB students.
- **Improved Use of Bilingual Communication Tools**
    - The campus uses platforms and communication systems in both English and Spanish, allowing more families to stay informed and engaged.
    - Parents who are engaged report strong satisfaction with communication and teacher accessibility.
- **Mentorship and Induction for New Teachers**
    - First-year teachers benefit from structured mentor pairings, weekly check-ins, and targeted professional

development, which has led to improved instructional confidence and retention among novice educators.

- **Shared Leadership and Teacher Voice**
    - The school implements shared leadership through campus leadership teams, department chairs, and teacher-led PLCs.
    - Staff report feeling heard during instructional planning and goal-setting discussions, which strengthens collective efficacy.
- **Mission-Driven Culture**
    - The AMS mission—to cultivate innovative thinkers, leaders, and contributors—is actively promoted through student programming, leadership opportunities, and elective offerings.
    - Staff and students understand and reflect campus values in daily routines and interactions. This is an area that is improving with the use of TVB and Big Rocks.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Family engagement remains inconsistent, particularly among families of students who are chronically absent, struggling academically, or receiving behavioral interventions. | Campuswide systems for proactive and personalized family outreach, follow-up, and engagement are not implemented consistently, resulting in uneven family participation and communication. |
| 2 | Student behavior challenges are increasing, especially in the spring semester, and current Tier 1 behavior systems are not consistently implemented across grade levels or teams. | Root Cause: Inconsistent classroom management strategies, lack of proactive supports, and insufficient alignment between behavior expectations and MTSS practices. Data Evidence: Over 700 infractions recorded in 2024-25; spikes seen in March-May; staff feedback indicates growing frustration with behavior disruptions. |
| 3 ★ | Community and volunteer partnerships are limited and not fully leveraged to support academic, attendance, or behavioral initiatives. | Root Cause: Lack of centralized systems for recruiting, training, and coordinating external partners or volunteers. Data Evidence: CNA and stakeholder reflections note low volunteer turnout and underutilized community resources, despite strong local interest. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |
| 2 | Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1 | Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction. |
| 3 | Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery. | Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas. |
| 4 | Special Education students demonstrate a significant achievement gap compared with overall campus performance. Across 2026 STAAR assessments, 34% achieved Approaches, 12% achieved Meets, and 3% achieved Masters. | General education and Special Education systems are not yet consistently aligned to ensure that IEP-required supports, specially designed instruction, accommodations, targeted intervention, and progress monitoring are implemented with fidelity and adjusted based on student performance data. |
| 5 | Chronic absenteeism continues to reduce consistent access to Tier I instruction and intervention for identified student groups, with attendance data indicating areas of concern among Economically Disadvantaged, Emergent Bilingual, Hispanic, and Special Education students. | Campus attendance systems have not yet consistently resulted in early identification, targeted family outreach, individualized interventions, and timely re-engagement supports for students demonstrating patterns of chronic absenteeism. |

| | | |
|---|---|---|
| 6 ★ | Special Education students are not demonstrating sufficient achievement and academic growth in Reading and Mathematics to meet Closing the Gaps targets. | Campus systems do not consistently ensure that Special Education student IEP implementation, service minutes, accommodations, and Reading and Mathematics performance data are routinely monitored and analyzed to determine the effectiveness of instruction and intervention. |
| 7 ★ | Family engagement remains inconsistent, particularly among families of students who are chronically absent, struggling academically, or receiving behavioral interventions. | Campuswide systems for proactive and personalized family outreach, follow-up, and engagement are not implemented consistently, resulting in uneven family participation and communication. |
| 8 ★ | Community and volunteer partnerships are limited and not fully leveraged to support academic, attendance, or behavioral initiatives. | Root Cause: Lack of centralized systems for recruiting, training, and coordinating external partners or volunteers. Data Evidence: CNA and stakeholder reflections note low volunteer turnout and underutilized community resources, despite strong local interest. |
| 9 ★ | Emergent Bilingual students require continued acceleration in English language proficiency to ensure consistent access to rigorous grade-level instruction across content areas. | Campus instructional systems do not consistently ensure that language-development strategies, academic discourse, and opportunities to listen, speak, read, and write using academic language are intentionally embedded and monitored across all content-area classrooms. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

## Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

## Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

## Student Data: Student Groups

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

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

## Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**

## Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

## Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

# 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 60% to 65% by May 2027. Increase the percentage of African American students from 50% to 55% by May 2027.

**Evaluation Data Source:** NWEA MAP Reading - Fall 2026 to Spring 2027 Report
Walkthroughs
DDI Protocol

### Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Strategy 2

Teachers and PLT teams will use formative assessments, common/unit assessments, MAP, district assessments, benchmarks, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps, monitor student progress, and determine reteach, intervention, and extension needs.

**Strategy's Expected Result/Impact:** Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 3 ☑ Targeted Support Strategy

Teachers will provide targeted intervention and enrichment through flexible small-group instruction based on MAP, common assessment, and classroom data. Students will be grouped according to identified skill gaps and receive differentiated instruction during designated intervention/enrichment periods, with instructional groups adjusted based on progress-monitoring data and supported by appropriate district-approved instructional resources.

**Strategy's Expected Result/Impact:** Students identified with specific skill gaps will receive targeted instruction matched to their demonstrated needs, resulting in increased mastery of identified skills and accelerated academic growth. Flexible groups will be adjusted based on progress-monitoring data, and achievement gaps among identified student groups will decrease over time.

**Staff Responsible for Monitoring:** Interventionist

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

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |

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

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery. | Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas. |

## Performance Objective 2

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR 6-8 Reading from 36% to 46%. by May 2027.
Increase the percentage of African American students scoring at meets or above from 29% to 32% by May 2027.

**Evaluation Data Source:** STAAR Reading - Spring 2027 report
Walkthroughs
DDI Protocol

### Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 2

Teachers and PLT teams will use formative assessments, common/unit assessments, MAP, district assessments, benchmarks, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps, monitor student progress, and determine reteach, intervention, and extension needs.

**Strategy's Expected Result/Impact:** Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Student Learning 2

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

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 3

Teachers will provide targeted intervention and enrichment through flexible small-group instruction based on MAP, common assessment, and classroom data. Students will be grouped according to identified skill gaps and receive differentiated instruction during designated intervention/enrichment periods, with instructional groups adjusted based on progress-monitoring data and supported by appropriate district-approved instructional resources.

**Strategy's Expected Result/Impact:** Students identified with specific skill gaps will receive targeted instruction matched to their demonstrated needs, resulting in increased mastery of identified skills and accelerated academic growth. Flexible groups will be adjusted based on progress-monitoring data, and achievement gaps among identified student groups will decrease over time.

**Staff Responsible for Monitoring:** Interventionist

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

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

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Performance Objective 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |
| 3 | Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1 | Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction. |

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

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery. | Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas. |

## Performance Objective 3

Increase the percentage of students who score at meets or above in EOC English I from 100% to 100% by May 2027. Combined increase in the percentage of students who score at meets on 6-8 RLA and English 1 from 36% to 46% by May 2027.

**Evaluation Data Source:** 2027 STAAR Scores
NWEA Projected Proficiency Summary Report

### Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

#### Formative Reviews

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## Strategy 2

Teachers and PLT teams will use formative assessments, common/unit assessments, MAP, district assessments, benchmarks, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps, monitor student progress, and determine reteach, intervention, and extension needs.

**Strategy's Expected Result/Impact:** Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

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## Strategy 3

Teachers will provide targeted intervention and enrichment through flexible small-group instruction based on MAP, common assessment, and classroom data. Students will be grouped according to identified skill gaps and receive differentiated instruction during designated intervention/enrichment periods, with instructional groups adjusted based on progress-monitoring data and supported by appropriate district-approved instructional resources.

**Strategy's Expected Result/Impact:** Students identified with specific skill gaps will receive targeted instruction matched to their demonstrated needs, resulting in increased mastery of identified skills and accelerated academic growth. Flexible groups will be adjusted based on progress-monitoring data, and achievement gaps among identified student groups will decrease over time.

**Staff Responsible for Monitoring:** Interventionist

**Problem Statements:** Student Learning 2, 3

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

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 3 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |
| 3 | Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1 | Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction. |

## Performance Objective 4

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 47% to 55% by May 2027.
Increase the percentage of Hispanic students who meet math MAP growth from 45% to 55% by May 2027.

**Evaluation Data Source:** NWEA MAP Math - Fall 2026 to Spring 2027 Report
Walkthrough evaluations Domain 2.1
NWEA Projected Proficiency Summary Report

### Strategy 1 ☑ Additional Targeted Support Strategy

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 2

Teachers and PLT teams will use formative assessments, common/unit assessments, MAP, district assessments, benchmarks, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps, monitor student progress, and determine reteach, intervention, and extension needs.

**Strategy's Expected Result/Impact:** Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 3

Teachers will provide targeted intervention and enrichment through flexible small-group instruction based on MAP, common assessment, and classroom data. Students will be grouped according to identified skill gaps and receive differentiated instruction during designated

intervention/enrichment periods, with instructional groups adjusted based on progress-monitoring data and supported by appropriate district-approved instructional resources.

**Strategy's Expected Result/Impact:** Students identified with specific skill gaps will receive targeted instruction matched to their demonstrated needs, resulting in increased mastery of identified skills and accelerated academic growth. Flexible groups will be adjusted based on progress-monitoring data, and achievement gaps among identified student groups will decrease over time.

**Staff Responsible for Monitoring:** Interventionist

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

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

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Performance Objective 4 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |

### Performance Objective 4 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery. | Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas. |

## Performance Objective 5

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR 6-8 Math from 36% to 46% by May 2027.
Increase the percentage of African American students scoring at meets or above from 29% to 32% by May 2027.

**Evaluation Data Source:** NWEA MAP Math - Fall 2026 to Spring 2027 Report
Walkthroughs
DDI Protocol

### Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Strategy 2

Teachers and PLT teams will use formative, common/unit, district, MAP, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps and provide targeted reteach, intervention, enrichment, and flexible small-group instruction. Student groups and instructional responses will be adjusted based on ongoing progress-monitoring data.

**Strategy's Expected Result/Impact:** Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

**Staff Responsible for Monitoring:** Assistant Principal

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

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 3

Math teachers will provide frequent opportunities for students to solve rigorous multi-step and real-world problems aligned to grade-level TEKS and STAAR expectations, requiring students to select strategies, show reasoning, justify solutions, and apply mathematical concepts in multiple contexts.

**Strategy's Expected Result/Impact:** Students will demonstrate increased proficiency in solving rigorous multi-step and real-world problems, applying appropriate mathematical strategies, and justifying their reasoning, resulting in improved performance on grade-level and STAAR-aligned assessments.

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Performance Objective 5 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |
| 3 | Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1 | Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction. |

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

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery. | Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas. |

## Performance Objective 6

Increase the percentage of students who score at meets or above in Algebra 1 from 81% to 100%  by May 2027.
Combined increase in the percentage of students who score at meets or above on 6-8 Math and Algebra 1 from 36% to 46% by May 2027.

**Evaluation Data Source:** STAAR 2027 report
Walkthroughs
DDI Protocol

## Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 2

Teachers and PLT teams will use formative, common/unit, district, MAP, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps and provide targeted reteach, intervention, enrichment, and flexible small-group instruction. Student groups and instructional responses will be adjusted based on ongoing progress-monitoring data.

**Strategy's Expected Result/Impact:** Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

**Staff Responsible for Monitoring:** Assistant Principal

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

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 3

Math teachers will provide frequent opportunities for students to solve rigorous multi-step and real-world problems aligned to grade-level TEKS and STAAR expectations, requiring students to select strategies, show reasoning, justify solutions, and apply mathematical concepts in multiple contexts.

**Strategy's Expected Result/Impact:** Students will demonstrate increased proficiency in solving rigorous multi-step and real-world problems, applying appropriate mathematical strategies, and justifying their reasoning, resulting in improved performance on grade-level and STAAR-aligned assessments.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Performance Objective 6 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |

| | | |
|---|---|---|
| 3 | Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1 | Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction. |

**Performance Objective 6 Problem Statements Identifying School Processes & Programs**

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery. | Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas. |

## Performance Objective 7

Increase the percentage of students scoring at MEETS or above on STAAR 8th grade Science from 47% to 50% by May 2027.

**Evaluation Data Source:** 2027 STAAR Data
NWEA Projected Proficiency Summary Report

### Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 2

Teachers and PLT teams will use formative, common/unit, district, MAP, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps and provide targeted reteach, intervention, enrichment, and flexible small-group instruction. Student groups and instructional responses will be adjusted based on ongoing progress-monitoring data.

**Strategy's Expected Result/Impact:** Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

**Staff Responsible for Monitoring:** Assistant Principal, Academic Specialist, Interventionist

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

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 3

Science teachers will provide frequent opportunities for students to analyze scientific phenomena, interpret data, models, diagrams, tables, and investigations, and apply grade-level science TEKS through stimulus-based and STAAR-aligned questions requiring evidence-based reasoning.

**Strategy's Expected Result/Impact:** Students will demonstrate increased proficiency in analyzing scientific phenomena, interpreting data and models, and applying evidence-based reasoning, resulting in improved performance on grade-level and STAAR-aligned assessments.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Performance Objective 7 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |
| 3 | Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1 | Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction. |

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

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery. | Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas. |

## Performance Objective 8

Increase the percentage of 8th grade students scoring at MEETS or above on STAAR Social Studies from 26% to 36% by May 2027.

**Evaluation Data Source:** 2027 STAAR Data
NWEA Projected Proficiency Summary Report

## Strategy 1

Teachers will engage in weekly PLT lesson internalization to analyze TEKS and student expectations, anticipate misconceptions, plan purposeful questions and differentiated tasks, and intentionally embed Austin Middle School's Core 5 instructional strategies to ensure consistent, rigorous Tier 1 instruction.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency in delivering rigorous, TEKS-aligned Tier 1 instruction, including purposeful questioning, differentiation, anticipated responses to misconceptions, and use of campus instructional strategies. Student engagement and successful completion of grade-level tasks will increase as evidenced through walkthroughs, student work, and formative assessment data.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2, 2.5.3

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 2

Teachers and PLT teams will use formative, common/unit, district, MAP, and state assessment data through the campus DDI protocol to identify TEKS-based learning gaps and provide targeted reteach, intervention, enrichment, and flexible small-group instruction. Student groups and instructional responses will be adjusted based on ongoing progress-monitoring data.

**Strategy's Expected Result/Impact:** Teachers will more accurately identify student mastery and learning gaps by TEKS and use assessment results to make timely instructional adjustments. PLC evidence will demonstrate that identified gaps result in planned reteach, intervention, or extension, contributing to increased student mastery on subsequent assessments.

**Staff Responsible for Monitoring:** Academic Specialist

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

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 3

Social Studies teachers will provide frequent opportunities for students to analyze primary and secondary sources, maps, charts, political cartoons, and other historical stimuli; make connections across historical concepts; and respond to STAAR-aligned questions requiring evidence-based reasoning and application of grade-level TEKS.

**Strategy's Expected Result/Impact:** Students will demonstrate increased proficiency in analyzing primary and secondary sources, interpreting historical stimuli, making connections across historical concepts, and using evidence to support conclusions, resulting in improved performance on grade-level and STAAR-aligned assessments.

**Staff Responsible for Monitoring:** Department lead

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Performance Objective 8 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student academic growth is not occurring at a sufficient rate to consistently move students to higher levels of achievement. Austin Middle School earned a Domain 2 Academic Growth scaled score of 69 (D), indicating a need to accelerate growth, particularly for students entering the year below grade level. | PLT and intervention systems do not consistently use formative assessment, student work, and individual student growth data to identify learning gaps, plan targeted instructional responses, and monitor student movement from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. |

| | | |
|---|---|---|
| 3 | Overall student achievement remains below desired performance levels. Across all 2026 STAAR assessments, 60% of students achieved Approaches Grade Level or above, 37% achieved Meets Grade Level or above, and 14% achieved Masters Grade Level. While Meets increased from 34% to 37% and Masters increased from 12% to 14%, opportunities remain to increase grade-level mastery, particularly in Domain 1 | Rigorous, standards-aligned Tier I instruction and high-leverage instructional practices are not implemented consistently across classrooms, resulting in variability in rigor, checks for understanding, differentiation, and responsive instruction. |

**Performance Objective 8 Problem Statements Identifying School Processes & Programs**

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Intervention and MTSS structures are established; however, implementation fidelity, progress monitoring, and instructional response are not yet consistent across grade levels and content areas, limiting the campus's ability to accelerate learning for students who have not yet demonstrated mastery. | Campuswide expectations and processes for identifying students, delivering targeted interventions, monitoring progress, and adjusting supports based on student response are not yet consistently implemented across teams and content areas. |

## Performance Objective 9

Increase the percentage of students who increase their TELPAS composite score by one level from 38% to 40% by May 2027.

**Evaluation Data Source:** Summit K12 reports
TELPAS 2027 report

### Strategy 1 ☑ Results Driven Accountability

Teachers serving Emergent Bilingual students will intentionally embed opportunities for students to listen, speak, read, and write using academic language within daily Tier 1 instruction, including structured student discourse, sentence frames, academic vocabulary, and appropriate campus instructional strategies.

**Strategy's Expected Result/Impact:** Emergent Bilingual students will increase their use and understanding of academic language across the listening, speaking, reading, and writing domains. Classroom evidence and language samples will demonstrate increased student participation, independence, and proficiency in communicating grade-level academic content.

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** Student Learning 5

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

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 2 ☑ Results Driven Accountability

Teachers, LPAC staff, and intervention personnel will use TELPAS proficiency levels, classroom evidence, and progress-monitoring data to identify individual language-domain needs and provide targeted instruction and intervention for Emergent Bilingual students.

**Strategy's Expected Result/Impact:** Emergent Bilingual students will receive targeted language support based on identified proficiency gaps, resulting in measurable growth in individual language domains and an increased percentage of students demonstrating at least one level of TELPAS composite growth.

**Staff Responsible for Monitoring:** LPAC lead

**Problem Statements:** Student Learning 5

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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## Strategy 3 ☑ Results Driven Accountability

Emergent Bilingual students will engage in ongoing standards-aligned language practice using appropriate district-approved resources, including Summit K12 where applicable, with progress in listening, speaking, reading, and writing reviewed regularly to determine instructional adjustments.

**Strategy's Expected Result/Impact:** Teachers will use ongoing progress-monitoring data to adjust language supports and provide targeted practice in students' identified areas of need. Students will demonstrate measurable growth across TELPAS language domains, with increased readiness for annual TELPAS assessment expectations.

**Staff Responsible for Monitoring:** LPAC Lead

**Problem Statements:** Student Learning 5

**Funding Sources:** 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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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### Performance Objective 9 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 5 | Emergent Bilingual students require continued acceleration in English language proficiency to ensure consistent access to rigorous grade-level instruction across content areas. | Campus instructional systems do not consistently ensure that language-development strategies, academic discourse, and opportunities to listen, speak, read, and write using academic language are intentionally embedded and monitored across all content-area classrooms. |

## Performance Objective 10 ☑ High Priority

By May 2027, increase the percentage of Special Education students achieving Meets Grade Level or above on STAAR to 21% in Mathematics and 19% in Reading.

**Evaluation Data Source:** Exit tickets
DCA data
STAAR 2027

### Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Special Education and general education teachers will collaboratively plan and deliver TEKS-aligned, specially designed instruction and targeted small-group intervention in Reading and Mathematics based on individual student needs, IEP goals, formative assessments, and student performance data. PLTs will routinely monitor SPED student progress by TEKS and performance level and adjust accommodations, instructional supports, and intervention when students are not demonstrating expected progress.

**Strategy's Expected Result/Impact:** Special Education students will demonstrate increased mastery of grade-level Reading and Mathematics TEKS as evidenced by formative assessments, common/unit assessments, progress-monitoring data, and district assessments, resulting in an increase in students achieving Meets Grade Level or above to 21% in Mathematics and 19% in Reading by May 2027.

**Staff Responsible for Monitoring:** SPED department chair

**Problem Statements:** Student Learning 1, 4

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

**Title I:** 2.5.1, 2.5.2

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

**ESF Levers:** Lever 3: Integrated Student Support Systems

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### Performance Objective 10 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Special Education students demonstrate a significant achievement gap compared with overall campus performance. Across 2026 STAAR assessments, 34% achieved Approaches, 12% achieved Meets, and 3% achieved Masters. | General education and Special Education systems are not yet consistently aligned to ensure that IEP-required supports, specially designed instruction, accommodations, targeted intervention, and progress monitoring are implemented with fidelity and adjusted based on student performance data. |
| 4 | Special Education students are not demonstrating sufficient achievement and academic growth in Reading and Mathematics to meet Closing the Gaps targets. | Campus systems do not consistently ensure that Special Education student IEP implementation, service minutes, accommodations, and Reading and Mathematics performance data are routinely monitored and analyzed to determine the effectiveness of instruction and intervention. |

# 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 2027, AMS will decrease the campuswide chronic absenteeism rate from 14% to 10% and decrease the chronic absenteeism rate for Special Education students from 22% to 15%, as measured by campus attendance data.

**Evaluation Data Source:** Attendance Reports

### Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

AMS will conduct MTSS meetings with student, parent, counselor, student success coach, and administrator. Attendance team will incentivize and track student attendance.

**Strategy's Expected Result/Impact:** Through consistent MTSS attendance meetings, individualized interventions, parent engagement, attendance tracking, and student incentives, AMS will decrease the chronic absenteeism rate from 22% to 15% by May 2027, resulting in increased student attendance and instructional time.

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

**Problem Statements:** Demographics 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

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### Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Chronic absenteeism continues to reduce consistent access to Tier I instruction and intervention for identified student groups, with attendance data indicating areas of concern among Economically Disadvantaged, Emergent Bilingual, Hispanic, and Special Education students. | Campus attendance systems have not yet consistently resulted in early identification, targeted family outreach, individualized interventions, and timely re-engagement supports for students demonstrating patterns of chronic absenteeism. |

## Performance Objective 2

By May 2027, AMS will decrease the percentage of students receiving ISS/OSS from 16.6% to 12% and decrease discretionary referrals for Special Education students from 12% to 7%, as measured by campus discipline data.

**Evaluation Data Source:** Discipline referral data

### Strategy 1 ☑ Results Driven Accountability

AMS will conduct MTSS meetings with student, parent, counselor, student success coach, and administrator. MTSS team will incentivize and track student discipline.

**Strategy's Expected Result/Impact:** Special Education students will experience a reduction in discretionary referrals and disciplinary removals, resulting in increased time in the instructional setting. Campus discipline data will demonstrate progress toward reducing discretionary referrals for Special Education students from 12% to 7% by May 2027.

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

**Problem Statements:** Perceptions 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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### Performance Objective 2 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Family engagement remains inconsistent, particularly among families of students who are chronically absent, struggling academically, or receiving behavioral interventions. | Campuswide systems for proactive and personalized family outreach, follow-up, and engagement are not implemented consistently, resulting in uneven family participation and communication. |

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

## Performance Objective 1

By May 2027, Austin Middle School will increase parent education and community engagement by hosting at least 1 family workshops or event onece a month (e.g., literacy nights, technology training, GT Night), achieving a 20% increase in parent participation compared to 2025-26 baseline attendance, as measured by sign-in sheets and parent surveys.

**Evaluation Data Source:** Sign In Sheets

### Strategy 1

Implement a yearlong Family Engagement and Education Series focused on strengthening parent partnerships and community collaboration to support student learning and well-being. The series will include at least six themed workshops--such as Family Literacy Night, Technology Training for Parents, GT/Advanced Academics Night, Bilingual Family Sessions, and College & Career Readiness Events and will also include 1 family event a month.

**Strategy's Expected Result/Impact:** Austin Middle School will conduct at least one family engagement activity each month, including a minimum of six themed family education workshops during the 2026-2027 school year. Family participation will increase by at least 20% from the 2025-2026 baseline, as measured by event sign-in sheets and participation records. At least 80% of participating families responding to event feedback surveys will report that the activities provided useful information or resources to support their child's academic success and/or well-being.

**Staff Responsible for Monitoring:** Parent Liaison

**Problem Statements:** Perceptions 3

**Funding Sources:** 211 - Title I-A, $3,398

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

#### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Performance Objective 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Community and volunteer partnerships are limited and not fully leveraged to support academic, attendance, or behavioral initiatives. | Root Cause: Lack of centralized systems for recruiting, training, and coordinating external partners or volunteers.<br><br>Data Evidence: CNA and stakeholder reflections note low volunteer turnout and underutilized community resources, despite strong local interest. |

# State Compensatory Education

# State Compensatory

## Budget for Austin Middle School

**Total SCE Funds:** $17,984.00

**Total FTEs Funded by SCE:** 0

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

At Austin 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 $17,984 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. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. These additional interventions will increase academic growth for students for at-risk students. The materials and additional tutorials funded by SCE serve as crucial components of our Tier II intervention approach. This approach aims to ensure that all students have the opportunity to learn and excel in their educational journey. We are dedicated to using these funds effectively to provide the necessary support and resources that empower every student to thrive and reach their academic potential at Austin Middle School.

# Title I Summary

# Title I

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

### 1.1 Description of CNA Process

Austin Middle School conducted a collaborative Comprehensive Needs Assessment (CNA) process during to identify campus strengths, areas of need, and priorities for the 2026–2027 school year. The CNA process included multiple opportunities for campus stakeholders to participate in the review and analysis of data and provide input regarding campus needs. Stakeholders included campus administrators, teachers representing multiple grade levels and content areas, counselors, instructional support staff, parents/families, community members, and other appropriate campus representatives. Stakeholders were selected to ensure representation from the various groups and programs served by the campus.

The CNA committee met In February 11, 2026 and April 8, 2026 to examine the four required areas of Demographics, Student Learning, School Processes and Programs, and Perceptions. During the meetings, stakeholders reviewed multiple sources of quantitative and qualitative data, including STAAR performance, MAP growth data, TELPAS results, student subgroup performance, attendance and chronic absenteeism, discipline data, Special Education and Emergent Bilingual student performance, CCMR/college and career readiness information as applicable, student and staff demographic information, and parent, student, and staff climate/culture survey results. Data sources were selected based on their relevance to campus performance, identified accountability needs, longitudinal trends, and the ability to identify achievement gaps among student groups.

Stakeholders worked collaboratively to identify strengths, problem statements, and root causes within each CNA area. Particular attention was given to patterns and trends across multiple data sources rather than relying on a single measure. The committee used the findings from the CNA to prioritize the campus needs that would have the greatest impact on student achievement and school improvement. These priorities were then used to develop measurable performance objectives and aligned strategies for the Campus Improvement Plan.

### 1.2 Location for Evidence of Multiple Meetings Held

Multiple meetings and opportunities for stakeholder participation were provided throughout the CNA and CIP development process. February 11, 2026 and April 8, 2026 with additional opportunities for stakeholders to review information and provide feedback as the plan was developed and refined. This process allowed stakeholders to participate in data analysis, identification of problem statements and root causes, prioritization of campus needs, and review of proposed goals, performance objectives, and strategies.

Evidence of stakeholder participation and multiple meetings is maintained in Austin Middle School CNA/CIP 2026–2027 Google Drive folder, CNA binder, Title I documentation folder, etc. Documentation includes meeting agendas with dates, meeting notes/minutes, sign-in sheets or attendance records, data reviewed during the meetings, stakeholder feedback, CNA working documents, and other artifacts demonstrating stakeholder involvement. We will meet again on Sept 17, 2026 to finalize the goals and strategies.

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

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

Development of the 2026–2027 Campus Improvement Plan began with the collection and review of available campus data during June and July 2026. During July 11, 2026, the CNA committee and campus stakeholders analyzed data

within the four CNA areas, identified strengths and needs, developed problem statements, and conducted root-cause analysis. Following completion of the CNA, campus leadership and stakeholders used the identified priorities to develop and/or refine the campus performance objectives, strategies, expected results/impacts, and methods for progress monitoring.

The Campus Improvement Plan was reviewed with stakeholders during Sept. 17, 2026, and feedback was used to make revisions before finalizing the plan. The CIP will remain a working document throughout the 2026–2027 school year, with implementation and progress reviewed during established formative review periods. The scheduled dates are November 11, 2026, February 12 and April 14, 2027. Evidence documenting the CNA and CIP development process, including agendas, minutes/notes, sign-in sheets, data-analysis documents, stakeholder feedback, and plan revisions, is maintained in Title 1/CIP Austin 26-27 Google Drive.

## 2.2 Stakeholders 1114(b)(2)

Austin Middle School engages staff, families, and community members throughout the development, review, and evaluation of the Comprehensive Needs Assessment and Campus Improvement Plan. Stakeholders representing various roles and perspectives are provided multiple opportunities to review campus data, identify strengths and needs, participate in root-cause analysis, prioritize areas for improvement, and provide input regarding campus goals, performance objectives, and strategies.

Feedback is solicited through CNA/CIP meetings, campus committees, staff and parent meetings, surveys, and opportunities to review and provide input on the developing plan. Feedback is considered when determining campus priorities and when revising the plan throughout the year.

Documentation of stakeholder participation is maintained in Title 1/CIP Austin 26-27 Google Drive. for this upcoming school year and
includes the stakeholder list identifying names and roles, dated agendas, sign-in sheets, meeting notes/minutes, presentations, survey results, and other evidence of stakeholder feedback.

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

The Austin Middle School Campus Improvement Plan is made available to Irving ISD, parents, staff, and the public through https://austin.irvingisd.net/about-us/campus-improvement-plan/campus-improvement-plan The campus communicates the availability of the plan to families and provides access in an understandable and accessible format.

Information is provided in appropriate languages and formats, including English and Spanish, based on the needs of the school community. Upon request, the campus will provide additional assistance or clarification to families who need support accessing or understanding the plan.

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

Austin Middle School coordinates its Schoolwide Title I program with applicable federal, state, district, and local programs and resources to ensure that services are aligned with needs identified through the CNA and are not implemented as isolated initiatives. Campus leadership reviews available programs, funding sources, personnel, instructional resources, and student support services when determining how resources will support the performance objectives and strategies identified in the Campus Improvement Plan.

Coordination may include, as applicable, Title I services, Special Education, Emergent Bilingual/Title III services, state compensatory education, counseling and mental health supports, attendance and dropout-prevention initiatives, violence-prevention and school-safety programs, nutrition services, Career and Technical Education, college and career readiness, and targeted or additional targeted support activities.

Resources are coordinated to support identified student needs, reduce duplication of services, and ensure that funding

and programs are aligned to the campus's highest-priority needs.

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

Statutorily required Title I Schoolwide Program descriptions are addressed within the applicable strategies in the Campus Improvement Plan and are identified through the corresponding Title I elements selected at the strategy level in Plan4Learning.

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

### 3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Austin Middle School evaluates the effectiveness of the Schoolwide Program and Campus Improvement Plan throughout the school year using the formative and summative review processes in Plan4Learning. Campus leadership and stakeholders review implementation evidence and student outcome data to determine whether strategies are being implemented as intended and whether they are producing the expected results.

Formative Reviews are completed throughout the year in Sept 17, Nov 11, Feb 10, April 14th ffor the 2026-2027 school year and document progress toward performance objectives, implementation of strategies, evidence reviewed, identified barriers, and necessary adjustments. At a minimum, program effectiveness is reviewed semiannually; however, the campus uses the scheduled Plan4Learning formative review periods to provide more frequent progress monitoring.

The Summative Review documents the annual evaluation of the Schoolwide Program/Campus Improvement Plan, including the extent to which performance objectives were achieved and strategies were effective. Findings from the annual evaluation are used as a data source during the following year's CNA process to determine whether identified needs have improved, persisted, or require different strategies.

Documentation supporting program evaluation is maintained in Title 1/CIP Austin 26-27 Google Drive (a new drive will be created for the 2026-2027 school year) and includes meeting agendas, sign-in sheets, meeting notes/minutes, formative and summative reviews, implementation evidence, state and local assessment results, MAP and TELPAS data, attendance and discipline data, perception/survey data, student-group performance data, and other relevant evidence reviewed by the campus.

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Aja Alexander | Student Success Coach | | 1 |
| Elizabeth Puga | Interventionist | | 1 |
| Melissa Torres | Parent Liaison | | 1 |

# Committees

# Committees

## Campus Improvement Committee

## Meeting Logs

| Date | Location | Sign In Sheet | Notes |
|---|---|---|---|
| September 17, 2026 @ 5:30 PM | Library | Sharlene Ibarra_202609281149.pdf | AUSTIN MIDDLE SCHOOL CIC 2026-2027 1st meeting PDF.pdf |

## Members

| First Name | Last Name | Position | Committee Role |
|---|---|---|---|
| Jessica | Quintanilla-Shelton | Bilingual ESL LEAD | District Representative |
| Jordan | Holmes | Teacher | Teacher |
| Melissa | Garcia | Teacher | Teacher |
| Edna | Sanchez | Teacher | Teacher |
| Angela | Davis | SPED teacher | SPED Teacher |
| Yancy | De La O | Teacher | Teacher |
| Lisa | Torres | Community member | Community member |
| Raquel | Finley | Business Representative | Business Representative |
| Denise | Anderson | Assistant Principal | Assistant Principal |
| Angela | Haynes | Parent | Parent |
| Perla | Nieto | Parent | Parent |
| Luz | Lopez | Paraprofessional | Paraprofessional |
| Almarely | Pena | Parent | Parent |
| Melissa | Torres | Parent | Parent |
| Norma | Aragon | Principal | Principal |

# Funding Summary

# Funding Summary

## 199 - General Funds: SCE

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 10 | 1 | | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 211 - Title I-A

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 2 | 2 | | -- | $0.00 |
| 1 | 2 | 3 | | -- | $0.00 |
| 1 | 3 | 3 | | -- | $0.00 |
| 1 | 4 | 3 | | -- | $0.00 |
| 1 | 9 | 1 | | -- | $0.00 |
| 1 | 9 | 3 | | -- | $0.00 |
| 3 | 1 | 1 | | -- | $3,398.00 |
| | | | | **Sub-Total** | $3,398.00 |