

**Irving Independent School District  
Crockett Middle School  
2024-2025 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

## School Motto

**Cougar Success EVERYDAY- Nothing Less!**

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# Comprehensive Needs Assessment

Revised/Approved: August 2, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

Inconsistent and infrequent instructional feedback, monitoring, and support, as well as systemic failures to hold students accountable (by previous campus admin) has created a decrease in student achievement and an increase in behaviors that are disruptive to the learning environment over the last few years.

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

1. The first approach is targeted at supporting students. This include a new behavior approach (Behavior Academies: Solution Tree) targeted toward teaching the behavior expectations required for success at school. This will be layered into existing restorative procedures and consequences per district and board policy.

New teachers and teachers struggling with classroom management will create a HIGH STRUCTURE classroom management plan to limit/eliminate classroom disruptions. This plan will specify what route to take to the pencil sharpener based on where a student is sitting. Every single classroom behavior will be clearly and explicitly specified as well as monitored and reinforced.

# Demographics

## Demographics Summary

Crockett Middle School is being reimagined and rebuilt as a Leadership Academy. The new Crockett Middle School is set to open in August 2026! The groundbreaking ceremony was held on August 22, 2024. Our current 6th grade students were in attendance as they will be 8th graders when the new building is completed. Crockett Middle School offers students in 7th and 8th grades the opportunity to explore careers. This provides students with the opportunity to earn high-school credit, and spark enthusiasm for the future and collaborate with like-minded classmates through Verizon Interactive Learning Labs (VILS).

Crockett Middle School's student body for the 2024-2025 school year is projected to include 814 students. Our current enrollment is 757 students which is a loss of 62 students. In 23-24, CMS had 819 students. This is a decrease of 86 students from the 22-23 school year. We have seen little changes in our demographic breakdown over the years. Our student population is composed of the following student groups:

- 84% Hispanic
- 7% African American
- 6% White
- 3% Other
- 10% SPED
- 14% GT
- 60% EB
- 7% 504
- 96% SES
- 79% At Risk

Our grade level break down consists of 251- 6th Graders, 257- 7th Graders, and 254- 8th Graders. Our teacher to student ratio is 1:16.

The attendance average for the 23-24 school year was 95.3%, that is a 2.3% increase from 93.0% in the 22-23 school year. We are making progress towards our Pre-Covid Attendance Percentage of 96.7%. The Attendance Committee will begin layering in efforts to ensure students report to campus everyday.

In the 2023-2024 school year, we had 100- 6th Grade students with 10 or more total absences, 102- 7th Grade students with 10 or more total absences and 7- 8th Grade Students with 10 or more total absences. There were 115 students at or above 10% absent rate. Our chronic absenteeism rate was 13.4%

Our Mobility at Crockett is 17.29%, which is an increase from 14.39% in 2022-2023. Crockett did not contribute to the district's drop out rate.

Crockett's discipline data reflects that students would benefit from consistent expectations and consequences, along with explicitly teaching replacement behaviors.

In the 2022-2023 school year, we had 388 Referrals, 217 Incidents, 449 Total Days of ISS, 107 Total Days of OSS, and 206 Total Days of DAEP. In the 2023-2024 school year referrals and incidents increased as well as days out of placement. In 23-24 we had 478 Referrals, 385 Incidents, 526 Total Days of ISS, 254 Total Days of OSS, and 534 Total Days of DAEP. Our at risk ratio for our African American SPED students at was at 6.8% while all other ethnic groups are at 2% or lower.

Teacher retention is an area of focus for the 24-25 school year as it has been a problem area in the past. We lost 14 teachers after the 23-24 school year.

In the 2023-2024 school year 25 staff members were absent from work more than 15 days. 11 staff members were absent from work more than 10 day but less than 15 days.

## Demographics Strengths

- All RLA teachers are required to have their ESL certification and to use IISD curriculum, which includes built in scaffolds to support Emergent Bilingual and/or struggling students.
- Crockett Middle School believes in leveraging its Hispanic population by placing an emphasis on building connections with our parents and community. Our parent liaison has been actively building connections with parents and held two classes per month throughout the 23-24 school year. She plans to continue this for the 24-25 school year, as well, building onto last year's successes.
- Teachers are collaborating daily to meet student needs through student work analysis, data driven instruction, and collaborative planning.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Based on TELPAS scores (decrease in Advanced High scores for 6th and 8th grade as well as an increase in Beginning scores for 7th and 8th grade) , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS. **Root Cause:** Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

**Problem Statement 2:** Students are stagnating academically, across all grade levels and content areas. **Root Cause:** We had 25 staff members absent for more than 15 days. This impacts academics and student behavior. We had 11 teachers who were absent more than ten days.

**Problem Statement 3:** Current discipline data indicates Crockett students would benefit from consistent expectations, consequences, and explicit instruction in replacement behaviors. **Root Cause:** The lack of structured classroom environments, coupled with a high rate of new teachers and lenient classroom management, has contributed to a rise in student discipline incidents and overall instability due to high staff absenteeism.

# Student Learning

## Student Learning Summary

STAAR	2022 - 2023	2023 - 2024	Extended Constructed Response Scores 2023-24 compared to State (possible 10 pts)	Comparison Year to Year	Comparison to State in 2023-24
6th grade Reading	34% at DNM 56% at App 29% at Meets 5% at Masters	48% at DNM 52% at App 33% at Meets 6% at Masters	CMS : 2.49 State : 3.71	Decrease in App Increase in Meets and Masters	Below state average in each performance level
7th grade Reading	40% at DNM 60% at App 33% at Meets 10% at Masters	46% at DNM 54% at App 35% at Meets 13% at Masters	CMS : 3.54 State : 4.28	Decrease in App Increase in Meets and Masters	Below state average in each performance level
8th grade Reading	36% at DNM 64% at App 28% at Meets 5% at Masters	41% at DNM 59% at App 32% at Meets 8% at Masters	CMS : 3.34 State : 4.34	Decrease in App Increase in Meets and Masters	Below state average in each performance level
6th grade Math	49% at DNM 43% at App 8% at Meets 2% at Masters	51% at DNM 49% at App 15% at Meets 2% at Masters		Increase in App Increase in Meets	Below state average in each performance level
7th grade Math	57% at DNM 43% at App 18% at Meets 2% at Masters	71% at DNM 29% at App 8% at Meets 2% at Masters		Decrease in App Decrease in Meets	Below state average in each performance level

STAAR	2022 - 2023	2023 - 2024	Extended Constructed Response Scores 2023-24 compared to State (possible 10 pts)	Comparison Year to Year	Comparison to State in 2023-24
8th grade Math	22% at DNM 78% at App 37% at Meets 4% at Masters	28% at DNM 72% at App 37% at Meets 5% at Masters		Decrease in App Increase in Masters	Above state average (70%) for approaches Below state average in meets and masters level
8th grade Science	12% at DNM 87% at App 39% at Meets 0% at Masters	56% at DNM 44% at App 11% at Meets 2% at Masters		Decrease in App and Meets Increase in Masters	Below state average in each performance level
8th grade Social Studies	71% at DNM 29% at App 5% at Meets 1% at Masters	71% at DNM 29% at App 8% at Meets 2% at Masters		Increase in Meets and Masters	Below state average in each performance level

STAAR Annual Academic Growth (Domain 2)

Subject	Tests Earning 0.0 points	Tests Earning 0.5 points	Tests Earning 1.0 point	Total Points Earned
Math	252	142	344	415
Reading	295	77	384	422.5

(Domain 3)

TELPAS Overall data:	2022-23	2023-24	Comparison Year to Year
6th grade	Beg: 15.5% Inter: 38.7% Adv: 35.6% Adv High: 10.3%	Beg: 10.8% Inter: 43.8% Adv: 35.7% Adv High: 9.7%	Decrease in Beg Increase in Inter Increase in Adv Decrease in Adv High



TELPAS Overall data:	2022-23	2023-24	Comparison Year to Year
7th grade	Beg: 12% Inter: 36.1% Adv: 41.4% Adv High: 10.5%	Beg: 15% Inter: 38.9% Adv: 32.1% Adv High: 14%	Increase in Beg Increase in Inter Decrease in Adv Increase in Adv High
8th grade	Beg: 8.4% Inter: 33.7% Adv: 52.1% Adv High: 8.4%	Beg: 13% Inter: 38% Adv: 42.2% Adv High: 6.8%	Increase in Beg Increase in Inter Decrease in Adv Decrease in Adv High

MAP Data	MOY Winter 2023	EOY Spring 2024	Growth	Projected Growth
6th grade math	206.9	212.7	6	8.2
6th grade reading	200.4	204.1	4	6
7th grade math	211.4	214.8	3	6.5
7th grade reading	203.9	205.8	2	4.8
8th grade math	215.8	219.0	3	5.6
8th grade reading	208.2	209.1	1	4.3

Crockett's STAAR performance decreased in the 23-24 school year. Discipline referrals increased during the 23-24 years based on previous years' discipline data. (606 to 914)

Data Outlier: African American students outperformed every other sub pop and the grade level overall in 6th math, scoring almost 20% higher.

Pass/Fail rates: less than 5% of each content area has failing grades, with the exception of Social Studies, which was 7%.

### Student Learning Strengths

- The following groups increased their approaches percentages for STAAR: 6th grade math (+5%)
- The following groups increased their meets percentages for STAAR: 6th/7th/8th grade reading (+4%/+2%/+4%), 6th grade math (+7%), 8th grade social studies (+3%)
- The following groups increased their masters percentages for STAAR: 6th/7th/8th grade reading (+1%/+7%/+3%), 8th grade math (+1%), 8th grade science (+2%), and 8th grade social studies (+1%)
  - Students worked on their ability to articulate their reasoning in their SCR and ECR's in all core content areas. STAAR data showed growth: 7th grade RLA improved the number of students scoring at 6-10 by a small amount.
- The following groups increased for TELPAS: 6th grade Intermediate and Advanced; 7th grade Advanced and Advanced High; 8th grade Intermediate
- All groups showed growth between MOY and EOY for MAP between 1 and 6 points.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Teachers failed to implement instructional initiatives with fidelity: Question Analysis, Aggressive Monitoring, and Independent Practice. **Root Cause:** Inconsistent monitoring and feedback over instructional initiatives.

**Problem Statement 2 (Prioritized):** Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons. **Root Cause:** Inconsistent monitoring and feedback from ILT.

**Problem Statement 3 (Prioritized):** Excessive teacher absences are impacting the continuity of instruction and leading to increases in behavior incidents. **Root Cause:** When teachers are frequently absent, it can disrupt the established routines and classroom dynamics, leading to potential behavioral issues and a lack of discipline. Additionally, engagement and motivation suffer as students find it challenging to maintain focus and interest in their studies when faced with frequent changes in instructors and teaching styles.

**Problem Statement 4:** Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments. **Root Cause:** Sheltered instruction in ESL RLA needs to be focused on using an evidence-based program targeted at teaching students to read.

**Problem Statement 5:** STAAR data shows a majority of students did not experience growth on math STAAR. **Root Cause:** Students are unfamiliar with the language of STAAR, and are rarely working on the thinking behind problem solving.

**Problem Statement 6:** Students experienced regression in Approaches and Meets in Science. (22/23 to 23/24: Approaches decreased 43% and decreased Meets 28%) **Root Cause:** Science teachers have had collaborative team time once per week, rather than daily.

**Problem Statement 7:** Crockett is in year 3 of missing the improvement target for the white student group. **Root Cause:** Some students who are not white were identified incorrectly by parents at enrollment. Students not intentionally targeted for improvement.

**Problem Statement 8:** Overall in each grade level, students have not met projected growth goal. **Root Cause:** Chronic teacher absences along with several novice teachers caused a lack of viable instruction for students.

# School Processes & Programs

## School Processes & Programs Summary

At Crockett Middle school, we keep all stakeholders informed of what's going on with our weekly at a glance to all staff, newsletter to parents, and updates through Kinvolve. We offer many opportunities for students be involved as well such as student council, football, volleyball, basketball, track, cheerleading, disc golf club and several other after school clubs/organizations. Each day students attend Collegiate Academy which is a built in intervention period to intentionally students who need additional support to meet their individual goals. Our new (0-2 year) teachers are paired with a mentor to offer support

### **4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessment**

Instructional pacing calendars at Crockett middle school identify dedicated time for re-teaching and review of unmastered concepts. Expectations for lesson plans follow an instructional framework that includes lesson objectives, lesson activities, and a demonstration of learning. Evidence shows for the last few years there has been inconsistency in the frequency and quality of school leader feedback on lesson design regarding alignment to the scope and sequence, the standards, and the expected level of rigor. Lesson planning lacks consistent and universal strategies for critical thinking and maintaining the level of rigor within each lesson component, and the inclusion of intentionally designed strategies to support emergent bilingual students. Reading and math teachers meet daily to collaborate using PLC protocols to internalize and practice lesson plans prior to going live with students in the room. The district provides high-quality instructional materials and teachers collaborate around differentiating and scaffolding to support the individual needs of their students.

### **5.1 - Effective Classroom Routines and Instructional Strategies**

The instructional framework is used inconsistently across the different grade and content areas. Additionally, there is inconsistency in how teachers receive coaching and support to effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for diverse student groups. Similarly, the evidence shows that instructional leaders conduct observations, but the frequency, feedback, and the follow-up are conducted inconsistently by the instructional leadership team. Additionally, the evidence did not show consistent teacher support or training for ensuring instruction is responsive to students' backgrounds such as activating prior knowledge, providing a variety of ways to access class content, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives.

## School Processes & Programs Strengths

- Campus instructional leaders commit to consistent instructional monitoring and support. Each administrator has a content area they supervise for instructional planning, monitoring, and support.
- PLC protocols for instructional planning is in place for 100% of Crockett teachers.
- Counselors and administrators are working together to tackle reports of bullying.
- Counselors are working proactively to prevent bullying, provide drug and suicide awareness guidance lessons to students.
- Crockett currently offers multiple electives options for students: Band, Orchestra, Choir, Theater Arts, and CTE courses.
- Crockett communicates with our school community through school messenger, Kinolved text messages, as well as regular communications from our parent liaison.

## **Problem Statements Identifying School Processes & Programs Needs**

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

**Problem Statement 2 (Prioritized):** Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans. **Root Cause:** Inconsistent instructional monitoring and support.

**Problem Statement 3 (Prioritized):** Teachers did not utilize small group instruction to support tiers 2 and 3 students, re-teaching, etc... **Root Cause:** As Middle School teachers, teachers believe small groups are only for Elementary. Teachers have not received training in small groups so they know how it could serve their students.

**Problem Statement 4 (Prioritized):** Excessive teacher absences are impacting the continuity of instruction and leading to increases in behavior incidents. **Root Cause:** When teachers are frequently absent, it can disrupt the established routines and classroom dynamics, leading to potential behavioral issues and a lack of discipline. Additionally, engagement and motivation suffer as students find it challenging to maintain focus and interest in their studies when faced with frequent changes in instructors and teaching styles.

**Problem Statement 5:** Students are stagnating academically, across all grade levels and content areas. **Root Cause:** We had 25 staff members absent for more than 15 days. This impacts academics and student behavior. We had 11 teachers who were absent more than ten days.

# Perceptions

## Perceptions Summary

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

- Crockett Connection
- Parent Education Workshops
- Thanksgiving Lunch
- Campus Open House Nights
- 8th Grade Informational Meeting
- Parent Conference Nights
- Crockett Band, Orchestra, and Choir Concerts

### Campus Climate Survey Information - Areas to address by stakeholder group:

Students - The top 3 distractions to learning noted by student respondents were: being tired, overwhelmed/stressed, hungry. In addition, more than 50% of students reported feeling the campus has a bullying/cyberbullying problem. 94% of students report that their teacher cares about them, personally. Students report that 88% feel that their teachers expect them to be successful in their learning.

Parents - 62% of parent respondents reported feeling that they had been given the opportunity to provide feedback on school processes. 82% felt that the school welcomes parent input when making decisions that affect their child or family. 54% of parents felt that attending school everyday is important for their student to do well in their classes.

Teachers and Staff - 55% of teacher respondents stated that district leaders make decisions that support student learning. 78% of teachers feel campus leadership understands how to guide school improvement. 76% of teachers felt the campus leadership team makes decisions that support student learning. 58% of campus teachers feel the campus is a safe space for staff.

We are committed to fostering a safe and supportive school environment by actively working to reduce bullying on campus. Our multifaceted approach includes providing counseling lessons to promote empathy and resilience, implementing peer mediation programs to empower students to resolve conflicts constructively, and swiftly addressing any incidents of bullying to prevent escalation. Through these initiatives, we aim to create a culture of respect and inclusivity where every student feels valued and protected.

## Perceptions Strengths

- The disproportionality in disciplinary consequences/incidence for African American students has decreased tremendously from a 10% gap in 2022 to a 1% gap in 2023.
- By a large majority, teachers feel that campus leaders understand how to guide school improvement (78%), and that the campus leadership team makes decisions that support learning.
- 82% of parents feel the school welcomes parent input when making decisions that would impact the child or their family.
- 94% of students report feeling that their teacher cares about them.
- 88% of students report their teachers expects them to learn and grow.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year. **Root Cause:** Lack of reliable transportation, economic hardships and low parental involvement are the main causes of chronic absences. 54% of parents report feeling it is important for their student to be at school everyday.

**Problem Statement 2 (Prioritized):** 58% of teachers feel the school is a safe space for staff. **Root Cause:** Student fighting is on the rise, and students seem to struggle with appropriately managing their emotions.

**Problem Statement 3 (Prioritized):** Parents of struggling students were difficult to contact and were unable to come to campus for parent conferences. **Root Cause:** Historically inconsistent school to parent communication.

**Problem Statement 4:** Students are stagnating academically, across all grade levels and content areas. **Root Cause:** We had 25 staff members absent for more than 15 days. This impacts academics and student behavior. We had 11 teachers who were absent more than ten days.

# Professional Development Implementation

## Professional Development Implementation Summary

Dean and one AP or AS to attend behavior training through Solution Tree to support the perceptual problems related to campus behaviors that are negatively impacting and disrupting the learning environment. They bring tools, resources, ideas, and strategies back to admin team to ensure that we are doing everything we can to ensure students enjoy physically, socially, and emotionally safe spaces while on campus.

AS to retrain teachers on aggressive monitoring, PLC processes, and the components of the instructional framework. AS, EB Coach, and Admin team to heavily monitor this right off the bat so anyone needing support can receive it and we ensure fidelity to instructional initiatives.

For previously T3 behavior students, Dean to pull student for Behavior Academy at the first hint of a reoccurrence of previous behaviors. Proactively ensuring our most vulnerable behavior students receive explicit and targeted instruction in the supporting skills needed to replace the behavior as soon as possible, will show all stakeholders we are taking all measures to ensure we have and support strong, well managed, and highly structured learning communities.

## Professional Development Implementation Strengths

Behavior Academies was published at the end of the 23-24 school year. We bought it at that time and immediately recognized it as the missing piece in our comprehensive discipline approach. Plans are in place for Behavior Academies to take place in ISS, pull out Dean groups, and/or pull out admin groups.

## Problem Statements Identifying Professional Development Implementation Needs

**Problem Statement 1:** Teachers are facing increased and often severe disruptions to the learning environment, which leads to lower academic achievement. **Root Cause:** As behaviors are changing across the country, professional development supports and strategies have been seriously lacking.

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

# Priority Problem Statements

**Problem Statement 1:** Teachers failed to implement instructional initiatives with fidelity: Question Analysis, Aggressive Monitoring, and Independent Practice.

**Root Cause 1:** Inconsistent monitoring and feedback over instructional initiatives.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.

**Root Cause 2:** Inconsistent instructional monitoring and support.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons.

**Root Cause 3:** Inconsistent monitoring and feedback from ILT.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Based on TELPAS scores (decrease in Advanced High scores for 6th and 8th grade as well as an increase in Beginning scores for 7th and 8th grade) , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS.

**Root Cause 4:** Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans.

**Root Cause 5:** Inconsistent instructional monitoring and support.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Teachers did not utilize small group instruction to support tiers 2 and 3 students, re-teaching, etc...

**Root Cause 6:** As Middle School teachers, teachers believe small groups are only for Elementary. Teachers have not received training in small groups so they know how it could serve their students.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** 58% of teachers feel the school is a safe space for staff.

**Root Cause 7:** Student fighting is on the rise, and students seem to struggle with appropriately managing their emotions.

**Problem Statement 7 Areas:** Perceptions



**Problem Statement 8:** Excessive teacher absences are impacting the continuity of instruction and leading to increases in behavior incidents.

**Root Cause 8:** When teachers are frequently absent, it can disrupt the established routines and classroom dynamics, leading to potential behavioral issues and a lack of discipline. Additionally, engagement and motivation suffer as students find it challenging to maintain focus and interest in their studies when faced with frequent changes in instructors and teaching styles.

**Problem Statement 8 Areas:** Student Learning - School Processes & Programs

**Problem Statement 9:** Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year.

**Root Cause 9:** Lack of reliable transportation, economic hardships and low parental involvement are the main causes of chronic absences. 54% of parents report feeling it is important for their student to be at school everyday.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Parents of struggling students were difficult to contact and were unable to come to campus for parent conferences.

**Root Cause 10:** Historically inconsistent school to parent communication.

**Problem Statement 10 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

- Community surveys and/or other feedback

### **Support Systems and Other Data**

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

# Goals


**Goal 1:** In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.



**Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 36% to 72% by May 2025.







Increase the percentage of Hispanic students from 40% to 50% by May 2025.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teams, interventionists, AS, Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Administrative team and the instructional support team will monitor the next week's lesson plans every Friday for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach - ALL - monitoring for language scaffolds and supports AS - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas. Admin - by supervised content area - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards within one week of assessment administration.</p> <p><b>Strategy's Expected Result/Impact:</b> With supportive planning during PLC time on DDI days, re-teach plans for Essential Standards will be created and practiced on a weekly basis during "Look Backward" days.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AS, EB Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administration, AS, EB Coach, Student Success Coach, and Interventionist will ensure that every student receives a data conference prior to taking MAP to encourage students to take their time and show their best effort.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect student performance to improve if students are motivated to try on their test. Interventions will be more effective as they will target the actual area of need, because we will be able to base intervention groupings on valid data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, AS, EB Coach, Student Success Coach, and Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
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**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Based on TELPAS scores (decrease in Advanced High scores for 6th and 8th grade as well as an increase in Beginning scores for 7th and 8th grade) , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS. **Root Cause:** Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

### Student Learning

**Problem Statement 1:** Teachers failed to implement instructional initiatives with fidelity: Question Analysis, Aggressive Monitoring, and Independent Practice. **Root Cause:** Inconsistent monitoring and feedback over instructional initiatives.

**Problem Statement 2:** Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons. **Root Cause:** Inconsistent monitoring and feedback from ILT.

### School Processes & Programs

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

**Problem Statement 2:** Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans. **Root Cause:** Inconsistent instructional monitoring and support.

**Problem Statement 3:** Teachers did not utilize small group instruction to support tiers 2 and 3 students, re-teaching, etc... **Root Cause:** As Middle School teachers, teachers believe small groups are only for Elementary. Teachers have not received training in small groups so they know how it could serve their students.






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**Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 25% to 40% by May 2025. Increase the percentage of Hispanic students from 31% to 40% by May 2025.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teams, interventionists, AS, Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Administrative team and the instructional support team will monitor the next week's lesson plans every Friday for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach - ALL - monitoring for language scaffolds and supports AS - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas. Admin - by supervised content area - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
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**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** Based on TELPAS scores (decrease in Advanced High scores for 6th and 8th grade as well as an increase in Beginning scores for 7th and 8th grade) , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS. **Root Cause:** Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

### Student Learning

**Problem Statement 1:** Teachers failed to implement instructional initiatives with fidelity: Question Analysis, Aggressive Monitoring, and Independent Practice. **Root Cause:** Inconsistent monitoring and feedback over instructional initiatives.

**Problem Statement 2:** Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons. **Root Cause:** Inconsistent monitoring and feedback from ILT.

### School Processes & Programs

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

**Problem Statement 2:** Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans. **Root Cause:** Inconsistent instructional monitoring and support.


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**Performance Objective 3:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 32% to 64% by May 2025.

Increase the percentage of White students from 35% to 45% by May 2025.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teams, interventionists, AS, Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
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**Performance Objective 3 Problem Statements:**

### Demographics

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**Performance Objective 4:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Alg 1 from 22% to 40% by May 2025.







Increase the percentage of Hispanic students from 31% to 35% by May 2025.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teams, interventionists, AS, Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
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<p><b>Strategy 5:</b> Administration, AS, EB Coach, Student Success Coach, and Interventionist will ensure that every student receives a data conference prior to taking MAP to encourage students to take their time and show their best effort.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect student performance to improve if students are motivated to try on their test. Interventions will be more effective as they will target the actual area of need, because we will be able to base intervention groupings on valid data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, AS, EB Coach, Student Success Coach, and Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 1:** Based on TELPAS scores (decrease in Advanced High scores for 6th and 8th grade as well as an increase in Beginning scores for 7th and 8th grade) , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS. **Root Cause:** Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

### Student Learning

**Problem Statement 1:** Teachers failed to implement instructional initiatives with fidelity: Question Analysis, Aggressive Monitoring, and Independent Practice. **Root Cause:** Inconsistent monitoring and feedback over instructional initiatives.

**Problem Statement 2:** Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons. **Root Cause:** Inconsistent monitoring and feedback from ILT.

### School Processes & Programs

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

**Problem Statement 2:** Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans. **Root Cause:** Inconsistent instructional monitoring and support.


**Problem Statement 3:** Teachers did not utilize small group instruction to support tiers 2 and 3 students, re-teaching, etc... **Root Cause:** As Middle School teachers, teachers believe small groups are only for Elementary. Teachers have not received training in small groups so they know how it could serve their students.



**Goal 1:** In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.







**Performance Objective 5:** Increase the percentage of students who score at meets or above in Algebra 1 from 60% to 67% by May 2025. Increase the percentage of Hispanic students from 57% to 65% by May 2025.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teams, interventionists, AS, Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Administrative team and the instructional support team will monitor the next week's lesson plans every Friday for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> We will ensure that plans are aligned with district/campus initiatives, and that plans include intentionally designed supports for struggling students/special populations requiring differentiated support.</p> <p><b>Staff Responsible for Monitoring:</b> EB Coach - ALL - monitoring for language scaffolds and supports AS - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas. Admin - by supervised content area - monitoring for Aggmo laps/prompts, alignment with district curriculum, use of RBIS, and aligned with campus initiatives or individualized coaching areas.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards within one week of assessment administration.</p> <p><b>Strategy's Expected Result/Impact:</b> With supportive planning during PLC time on DDI days, re-teach plans for Essential Standards will be created and practiced on a weekly basis during "Look Backward" days.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AS, EB Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrators and AS will be present in all PLC's, to ensure alignment to the PLC framework specified in our guidebook. Look Forward days support internalizing and planning for lesson delivery, and look backward days identify next steps for all, by creating targeted reteach plans and extension activities. Teams will be uploading their artifacts weekly for work completed as a PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will better understand their lessons prior to teaching it, and they will have reteach plans targeting the exact misconception as well as supports to extend the learning for those who have already mastered the concept. Consistent monitoring at this campus has been a historical issue, so intentionally designed monitoring plans by ILT and Admin are critical.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AS, Teachers of tested subjects</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administration, AS, EB Coach, Student Success Coach, and Interventionist will ensure that every student receives a data conference prior to taking MAP to encourage students to take their time and show their best effort.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect student performance to improve if students are motivated to try on their test. Interventions will be more effective as they will target the actual area of need, because we will be able to base intervention groupings on valid data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, AS, EB Coach, Student Success Coach, and Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 5 Problem Statements:**

### Demographics

**Problem Statement 1:** Based on TELPAS scores (decrease in Advanced High scores for 6th and 8th grade as well as an increase in Beginning scores for 7th and 8th grade) , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS. **Root Cause:** Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

### Student Learning

**Problem Statement 1:** Teachers failed to implement instructional initiatives with fidelity: Question Analysis, Aggressive Monitoring, and Independent Practice. **Root Cause:** Inconsistent monitoring and feedback over instructional initiatives.

**Problem Statement 2:** Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons. **Root Cause:** Inconsistent monitoring and feedback from ILT.

### School Processes & Programs

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

**Problem Statement 2:** Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans. **Root Cause:** Inconsistent instructional monitoring and support.

**Problem Statement 3:** Teachers did not utilize small group instruction to support tiers 2 and 3 students, re-teaching, etc... **Root Cause:** As Middle School teachers, teachers believe small groups are only for Elementary. Teachers have not received training in small groups so they know how it could serve their students.





**Goal 1:** In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.


**Performance Objective 6:** Increase the percentage of students who progress 1 proficiency level or more in TELPAS from 24% to 40% By May 2025.

**High Priority**


**Evaluation Data Sources:** TELPAS 22-23 results vs. 23-24 TELPAS results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will plan ongoing PD and training to increase student voices within the classroom, both orally and in writing. This will begin with the first 3 steps of The 7 Steps training, led by Emergent Bilingual Coach during our first week back on campus. Second Training will be held in October, and the final training and support session for this year will be held in early January.</p> <p><b>Strategy's Expected Result/Impact:</b> Second language learners will increase their language acquisition in English through the use of daily listening, speaking, reading, and writing opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AS, EB Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus EB Coach will meet with teams during Friday's collaborative team time (PLC) to go over lesson plans to ensure that daily opportunities for reading, writing, and speaking are present in all core classes.</p> <p><b>Strategy's Expected Result/Impact:</b> EB population will progress in their abilities to communicate orally and in writing by experiencing constant practice in classes. We would expect 80% of students to move one proficiency level under the composite score.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AS, EB Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 6 Problem Statements:**


Demographics
<p><b>Problem Statement 1:</b> Based on TELPAS scores (decrease in Advanced High scores for 6th and 8th grade as well as an increase in Beginning scores for 7th and 8th grade) , EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS. <b>Root Cause:</b> Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms. <b>Root Cause:</b> Inconsistent instructional monitoring and support.</p> <p><b>Problem Statement 2:</b> Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans. <b>Root Cause:</b> Inconsistent instructional monitoring and support.</p> <p><b>Problem Statement 3:</b> Teachers did not utilize small group instruction to support tiers 2 and 3 students, re-teaching, etc... <b>Root Cause:</b> As Middle School teachers, teachers believe small groups are only for Elementary. Teachers have not received training in small groups so they know how it could serve their students.</p>





**Goal 2:** In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.

**Performance Objective 1:** Campus instructional leaders will meet weekly to track and review student data and provide evidence based feedback to teachers. By Spring 2025, with leadership team support, 100% of core teams (math, RLA, SS, Sci) will use the PLC protocols: unit internalization protocol, instructional planning calendars, lesson plan, and DDI protocols to develop and maintain teacher's instructional planning practices.

**High Priority**

**Evaluation Data Sources:** Google shared folders: CMS HUB, Meeting Agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators and AS will be present in every PLC to help support the Look Forward Days (planning to deliver instruction) and the Look Backward Days (determining next steps for those who mastered and those who didn't).</p> <p><b>Strategy's Expected Result/Impact:</b> As teachers become more and more familiar with this collaborative process, lesson delivery and student learning outcomes will dramatically improve.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AS, EB Coach, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Based on TELPAS scores (decrease in Advanced High scores for 6th and 8th grade as well as an increase in Beginning scores for 7th and 8th grade), EB students need more opportunities to speak, read, and write, daily in all content areas to improve scores on TELPAS. <b>Root Cause:</b> Teachers need additional training in how to implement these strategies within their daily lessons. Appropriate ESL strategies and scaffolding have not been implemented with fidelity.</p>

### Student Learning

**Problem Statement 1:** Teachers failed to implement instructional initiatives with fidelity: Question Analysis, Aggressive Monitoring, and Independent Practice. **Root Cause:** Inconsistent monitoring and feedback over instructional initiatives.

**Problem Statement 2:** Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons. **Root Cause:** Inconsistent monitoring and feedback from ILT.

### School Processes & Programs

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

**Problem Statement 2:** Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans. **Root Cause:** Inconsistent instructional monitoring and support.


**Problem Statement 3:** Teachers did not utilize small group instruction to support tiers 2 and 3 students, re-teaching, etc... **Root Cause:** As Middle School teachers, teachers believe small groups are only for Elementary. Teachers have not received training in small groups so they know how it could serve their students.


**Goal 2:** In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.


**Performance Objective 2:** By Spring 2025, with the support of the campus instructional coaching team: Admin, AS, EB Coach, Interventionist: all new and new to campus teachers in need of assistance will receive completed coaching cycles and will demonstrate improved practices based on walkthrough data.


**High Priority**


**Evaluation Data Sources:** TTESS Walk through data, Coaching documentation


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using the Bambrick Get Better Faster Scope and sequence, the Campus Instructional Coaching Team will identify the effectiveness level of all teachers and identify 15 teachers to coach (Principal, Assistant Principals, AS, and EB Coach) will coach three teachers each, focusing initially on new and Tier 3 teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their effectiveness as measured by the Get better Faster Scope and Sequence/waterfall. Classroom behavior and disruptions to the learning environment would be expected to improve as a result of coaching, and increased classroom presence by Admin and coaches.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AS, EB Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1, 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Campus Instructional Coaching Team will calendar/schedule 4 - 8 classroom walkthroughs for each campus teacher throughout the school year (based on level of effectiveness and years of teaching experience) and use tracking system to calibrate and monitor the observations. At least five sets of administrator team calibrations will take place throughout the school year: August, September, October, November, February.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher effectiveness will improve and administrator feedback will be more closely aligned.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**






Student Learning
<p><b>Problem Statement 1:</b> Teachers failed to implement instructional initiatives with fidelity: Question Analysis, Aggressive Monitoring, and Independent Practice. <b>Root Cause:</b> Inconsistent monitoring and feedback over instructional initiatives.</p>
<p><b>Problem Statement 2:</b> Although all staff participates, campus-wide interventions have been delivered with varying fidelity and adherence to the tiered intervention lessons. <b>Root Cause:</b> Inconsistent monitoring and feedback from ILT.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms. <b>Root Cause:</b> Inconsistent instructional monitoring and support.</p>
<p><b>Problem Statement 2:</b> Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans. <b>Root Cause:</b> Inconsistent instructional monitoring and support.</p>
<p><b>Problem Statement 3:</b> Teachers did not utilize small group instruction to support tiers 2 and 3 students, re-teaching, etc... <b>Root Cause:</b> As Middle School teachers, teachers believe small groups are only for Elementary. Teachers have not received training in small groups so they know how it could serve their students.</p>
Perceptions
<p><b>Problem Statement 2:</b> 58% of teachers feel the school is a safe space for staff. <b>Root Cause:</b> Student fighting is on the rise, and students seem to struggle with appropriately managing their emotions.</p>

**Goal 3:** In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 10.3 % to 8 % by May 2025.  
 Increase the number and percentage of Two or More Races students attendance % from 92.7% to 95% by May 2025.

**High Priority**



**Evaluation Data Sources:** ATT0010 Consecutive Absences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> For students with excessive attendance issues, administrator and counselor set up parent meetings. Students who don't have excused absences or who have absence patterns, administrators will put on an attendance contract to incentivize and hold students accountable for attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease percentage of chronic student absences and increase overall attendance percentage.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.


**Performance Objective 2:** Decrease the percentage of in and out of school suspensions for African American students that are disproportionately referred for disciplinary action from 9.3% to 6% by May 2025. Decrease the percentage of in and out of school suspensions for White students that are disproportionately referred for disciplinary action from 8.3% to 6% by May 2025.


Decrease the number of discretionary referrals for Hispanic students from 0.4% to 0.3% by May 2025.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A high number of referrals from a specific teacher or class will receive an observation and feedback session, which will lead into a coaching cycle to prevent further classroom disruptions that negatively impact learning. Campus instructional leaders will support teachers in developing their strategies to make positive connections with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom management, reduction in number discipline incidents, , resulting in the total number of student infraction counts to decrease by &gt;5%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Student Success Coach</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through ongoing professional development, modeling, and coaching feedback, Student Success Coach will coach teachers and lead PD to help teachers develop an effective classroom discipline plan and help ensure a better understanding of when to issue classroom consequences for students' disruptive behaviors versus referring students to SSC or administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, SSC</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
				



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**


**School Processes & Programs**





**Problem Statement 2:** Teachers did not consistently use a standard corrective action planning process to address student learning gaps and design reteach plans. **Root Cause:** Inconsistent instructional monitoring and support.

**Goal 3:** In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

**Performance Objective 3:** Create an environment that supports teachers and reduces excessive absences , ultimately leading to a more stable and effective educational experience for students.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance Tracking: Collect and analyze data on teacher absences to identify patterns (e.g., frequency, duration, reasons).                      Regular Check-ins: Schedule regular meetings to monitor attendance data and gather feedback on implemented strategies.                      Adjustments: Be prepared to adjust strategies based on feedback and changing circumstances.                      Absence Policies: Review and adjust policies related to absences to ensure they are fair and supportive rather than punitive.                      Sick Leave Incentives: Consider options that incentivize good attendance without penalizing necessary absences.                      Wellness Programs: Implement initiatives focused on teacher well-being, including mental health resources, stress management workshops, and work-life balance seminars.                      Mentorship and Peer Support: Establish a mentorship program for new teachers and peer support networks to help with challenges.                      Surveys and Interviews: Conduct surveys and interviews with teachers to understand their reasons for absences. Focus on workload, stress, job satisfaction, and personal issues.                      Focus Groups: Organize discussions with different stakeholders (teachers, administrators, counselors) to gather diverse perspectives.</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	July
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Excessive teacher absences are impacting the continuity of instruction and leading to increases in behavior incidents. <b>Root Cause:</b> When teachers are frequently absent, it can disrupt the established routines and classroom dynamics, leading to potential behavioral issues and a lack of discipline. Additionally, engagement and motivation suffer as students find it challenging to maintain focus and interest in their studies when faced with frequent changes in instructors and teaching styles.</p>






## School Processes & Programs

**Problem Statement 4:** Excessive teacher absences are impacting the continuity of instruction and leading to increases in behavior incidents. **Root Cause:** When teachers are frequently absent, it can disrupt the established routines and classroom dynamics, leading to potential behavioral issues and a lack of discipline. Additionally, engagement and motivation suffer as students find it challenging to maintain focus and interest in their studies when faced with frequent changes in instructors and teaching styles.

**Goal 4:** In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.

**Performance Objective 1:** Increase parent education and community engagement strategies to the diamond level metric on the parent seal of excellence.

**Evaluation Data Sources:** Sign up sheets, google shared folder, calendar of events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent Liasion will create a calendar of offerings, and will offer parent classes and resources at a variety of times, including some classes/resources being shared remotely.</p> <p><b>Strategy's Expected Result/Impact:</b> We will bring more parents in by providing our offerings in a variety of ways (remote vs. face to face) and times.</p> <p><b>Staff Responsible for Monitoring:</b> Parent liasion</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Performance Objective 1 Problem Statements:**


Perceptions
<p><b>Problem Statement 3:</b> Parents of struggling students were difficult to contact and were unable to come to campus for parent conferences. <b>Root Cause:</b> Historically inconsistent school to parent communication.</p>





**Goal 4:** In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.

**Performance Objective 2:** Improve communication with parents and guardians to increase attendance and reach the daily goal of 95% attendance.

**Evaluation Data Sources:** Kininvolved, documentation of parent communications

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and campus admin will use Kininvolved to ensure parents have an easy to implement method for receiving communications from school in the language they specify.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be looped in early on behavior/academic issues, which will help support student learning and behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Acknowledge students with 0-2 absences each six weeks by offering incentives to raise awareness about the importance of being present.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rates will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance clerk</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>July</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent Liaison will host monthly classes/events for parents, with a focus each semester on the importance of attendance. Liaison will put together an infographic to send home to parents outlining some of the consequences caused by poor attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> We hope to improve the number of parent survey respondents stating that daily attendance is important for students to do well in their classes. (Current agreement response is 54%)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Parent Liaison</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
				

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Student attendance continues to be a sporadic problem with several students missing more than the allowable number of days per year. <b>Root Cause:</b> Lack of reliable transportation, economic hardships and low parental involvement are the main causes of chronic absences. 54% of parents report feeling it is important for their student to be at school everyday.</p>
<p><b>Problem Statement 3:</b> Parents of struggling students were difficult to contact and were unable to come to campus for parent conferences. <b>Root Cause:</b> Historically inconsistent school to parent communication.</p>

**Goal 5:** In Irving ISD, we will make decisions and conduct district operations with effectiveness, efficiency, transparency, and accountability.

# State Compensatory

## Budget for Crockett Middle School

**Total SCE Funds:** \$19,803.00

**Total FTEs Funded by SCE:** 0

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

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



# Title I

## 1.1: Comprehensive Needs Assessment

The school's needs assessment process is a vital component of continuous improvement. The process is designed to identify and address the school's strengths and weaknesses, focusing on key areas such as Schoolwide Campus Culture Routines and Instructional Practices. The process involves a collaborative effort by the Leadership Coalition, consisting of staff members who have been selected through an application and interview process. This document outlines the step-by-step process of how the school conducts its needs assessment.

### 1. Application and Selection (March 2024):

In March 2024, the school staff had the opportunity to apply to become part of the Leadership Coalition.

All applicants went through an interview process.

The final members of the Leadership Coalition were announced during the last faculty meeting.

### 2. Summer Planning (Summer 2024):

During the summer, the Leadership Coalition met for two full days.

One of the primary objectives of this institute was to discuss the school's strengths and problem statements, as well as identifying their root causes.

The Leadership Coalition organized debrief sessions where they brainstormed, shared insights, and documented these findings.

### 3. Focus Areas (Summer Planning Sessions):

Two distinct summer planning sessions were held, each with a specific focus:

a. Schoolwide Campus Culture Routines:- One session concentrated on assessing and enhancing Schoolwide Campus Culture Routines. - The Leadership Coalition discussed current practices, identified areas for improvement, and devised strategies to enhance the school's culture.

b. Instructional Practices and PLC Process:- The other session centered on evaluating instructional practices related to the Professional Learning Community (PLC) Process. - The Leadership Coalition reviewed the effectiveness of existing PLC practices and proposed enhancements to improve teaching and learning.

### 4. Monthly Leadership Coalition Meetings (Ongoing):

Following the summer institute, monthly Leadership Coalition meetings are held throughout the academic year.

These meetings serve as a platform for ongoing discussion, review, and implementation of initiatives as required.

The Leadership Coalition collaboratively monitors the progress of previously identified areas for improvement, refines strategies, and introduces new initiatives when necessary.

#### 5. Data Collection and Analysis:

The Leadership Coalition collects data to support their assessments, which may include surveys, classroom observations, and academic performance metrics.

Data is analyzed to identify trends, areas of concern, and opportunities for growth.

The Coalition maintains a record of findings and uses them to guide decision-making.

#### 6. Stakeholder Involvement:

The needs assessment process may involve input from various stakeholders, including teachers, students, parents, and community members.

Input from these groups is collected through surveys, meetings, and open forums.

#### 7. Action Planning:

Based on the data collected and the collaborative discussions, the Leadership Coalition creates action plans to address identified needs and weaknesses.

These action plans are designed to be specific, measurable, achievable, relevant, and time-bound (SMART).

#### 8. Implementation and Monitoring:

The school implements the action plans, and the Leadership Coalition oversees their execution.

Progress is continuously monitored, and adjustments are made as needed.

#### 9. Evaluation and Feedback:

Periodic evaluations are conducted to measure the impact of implemented initiatives.

Feedback is gathered from stakeholders to assess the effectiveness of the changes made.

#### 10. Continuous Improvement:

The school's needs assessment process is ongoing and cyclical.

Findings and lessons learned are used to inform future assessments and improvement initiatives.

The school's needs assessment process is a dynamic and collaborative approach that involves multiple stakeholders. It ensures that the school continuously strives to improve and provides a high-quality educational experience for all its students.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan is a collaborative effort that involves the expertise and input of the Leadership Coalition and members of the Campus Improvement Committee. The committee is composed of individuals from various roles and backgrounds, all committed to enhancing our educational institution. The Campus Improvement Plan is developed with the valuable contributions of these dedicated committee members. Their diverse perspectives and expertise help shape the strategic initiatives aimed at improving the educational experience for our students and the overall performance of the school.

## **2.2: Regular monitoring and revision**

The campus needs assessment will be carefully monitored and reviewed by both the Campus Improvement Committee and the Leadership Team through a series of scheduled meetings. These gatherings are essential for ensuring that our improvement strategies remain on track and are implemented effectively.

The Campus Improvement Committee will convene in November, February, April, and June in the PLC Room (328). At the same time, the Leadership Team will actively review the needs assessment during our bi-weekly meetings. These sessions will offer valuable opportunities to evaluate our progress, address emerging needs, and ensure that our Campus Improvement Plan aligns with the evolving needs of our educational community. This ongoing review process reinforces our commitment to enhancing the educational experience at Crockett Middle School.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan (CIP) is made publicly accessible through various channels to promote transparency and inclusivity. One primary source is the school's official website, where the CIP is posted in English to reach a broad audience. To accommodate our diverse community, the website features a language translation tool that allows users to easily translate the CIP content from English to Spanish. This ensures that crucial information about the school's improvement initiatives and goals is accessible to both English and Spanish-speaking community members.

Additionally, printed copies of the CIP may be available on campus, particularly during key school events and meetings, providing an option for those who prefer a physical format. This comprehensive approach to dissemination ensures that the CIP is readily available to all stakeholders, regardless of their preferred language or method of accessing information.

## **2.4: Opportunities for all children to meet State standards**

All teachers at Crockett will have tutoring opportunities for students at least twice a week. Interventionists deliver extra assistance in reading and math through both push-in and pull-out small group sessions. The master schedule includes a designated intervention period to focus on Tier 2 and Tier 3 instruction. Additionally, EB students will have additional support provided in class through our EB specialist as well as newcomers will be in a sheltered English class for instruction.

## **2.5: Increased learning time and well-rounded education**

To address the needs of our learners this year, we are introducing intervention time during our collegiate academy (homeroom) period. Students will be pulled strategically to focus on specific gaps in their learning. This approach will create opportunities for both extension and enrichment in the classroom, as well as during additional time tailored to each student's needs on a weekly basis.

## **2.6: Address needs of all students, particularly at-risk**

The needs of all students are addressed through Tier 1 classroom instruction, supported by instructional specialists to help close learning gaps. Students also benefit from counseling support, classroom guidance lessons, interventions, tutorials, and more. We provide additional field trip opportunities whenever possible to expose students to new experiences and

broaden their knowledge base.

### **3.1: Annually evaluate the schoolwide plan**

The schoolwide plan is a dynamic and responsive document that undergoes regular evaluation and refinement to ensure the ongoing improvement of the educational experience for our students. Each year, in the months of May and June, the school's leadership, including the Campus Improvement Committee and the Leadership Coalition, collaboratively assesses the effectiveness of the schoolwide plan. This evaluation process involves a thorough examination of the plan's objectives, strategies, and the outcomes achieved during the academic year.

The goal of this annual evaluation is to identify strengths and areas for growth, allowing us to make data-informed decisions about the direction of our educational programs. The insights gained from this evaluation are used to refine and enhance the schoolwide plan, ensuring that it remains aligned with our evolving educational needs and the changing landscape of education.

This commitment to an annual evaluation and refinement process reflects our unwavering dedication to providing the best possible schooling for our students. By continuously fine-tuning our strategies and objectives, we aim to create an environment where every student can thrive and reach their full potential.

### **4.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy is a crucial component of our commitment to building a strong partnership between the school and our students' families. To ensure that this policy is reflective of the needs and preferences of our school community, it is developed through a collaborative process that includes gathering feedback from parents and families.

This feedback collection process takes place during the previous school year, allowing us to integrate the valuable insights and suggestions provided by our parents and families. We believe in the importance of listening to our community's voices to create a policy that truly serves their needs and expectations.

Once the Parent and Family Engagement Policy is finalized, it is shared with the entire Crockett Middle School community through multiple channels. It is prominently featured on the

Bowie Nation Newsletter Website, making it easily accessible to parents and families. Furthermore, it is posted on the school's official website, ensuring that it is available to anyone who wishes to review the policy. This transparency and accessibility are essential elements of our commitment to engaging parents and families in the education of our students, and we look forward to continuing to work together to support the success of every child at Crockett Middle School.

### **4.2: Offer flexible number of parent involvement meetings**

At Crockett Middle School, we are committed to fostering a strong partnership between the school and our students' families. We believe that involving parents and families in the educational process is essential for student success. To this end, we offer a flexible range of opportunities for parent involvement, recognizing that different families have varying

needs and schedules.

One of the key events we host is the Annual Title I Meeting. This meeting serves as a vital platform to inform parents about our school's participation in Title I programs, explain Title I requirements, and emphasize the rights that parents have to be actively involved in their child's education. To ensure that parents are well-informed and can participate, we offer a variety of dates and times for this meeting. The Title 1 Annual Parent meetings took place at Crockett Middle School on Friday, September 20th, and Wednesday, September 25th.

Throughout the school year, we will host various parent involvement events, including PTO meetings, Grandparent's Day Breakfast, All Pro Dad gatherings, Coffee with Admin, Open House, Mother's Day Breakfast, enrichment classes, and more.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Donna Person	General Instruction Aide		1
Jessica Arroyo	Parent Liaison		1
Josey Benavidez	Student Success Coach		1
Nohemy Rodriguez	Intervention Specialist		1

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/24/2024	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024



Title	Person Responsible	Review Date	Addressed By	Addressed On
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024