

Irving Independent School District
Houston Middle School
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

AVID Culture, College Readiness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sam Houston Middle School is nestled in Irving, Texas's heart, serving a vibrant and diverse community. Our student population reflects a rich blend of cultural and ethnic backgrounds, fostering an environment where diversity is celebrated and inclusion is paramount. Sam Houston Middle School is an open-enrollment campus with a student body for the 2023-2024 school year comprised of 784 students. This decreases 16 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:

Demographics: Number Percentage

African American 246 = 31.3%

American Indian/Alaskan Native 18 = 2.3%

Asian 41 = 5.2%

Hispanic 422 = 53.6%

Native Hawaiian/Pacific Islander 1 = 0%

Two or More 14 = 1.8%

White 41= 5.2%

Female 364 46.3%

Male 423 53.7%

STAAR Reading- Meets and Above % (2023-2024):

- Overall 6th-8th Grade: 41% (Target for Upcoming School Year: 46% Meet & Above)
- Hispanic: 42% (Target for Upcoming School Year: 47% Meet & Above and to reach the STAAR Interim Target of 35)
- EB/EL: 36% (Target for Upcoming School Year: 40% Meet & Above and to reach the STAAR Interim Target of 40)
- Caucasian: 55% (Target for Upcoming School Year: 60% Meet & Above and to reach the STAAR Interim Target of 60)

STAAR Math - Meets and Above % (2023-2024):

- Overall 6th-8th Grade: 26% (Target for Upcoming School Year: 33% Meet & Above)
- Hispanic: 24% (Target for Upcoming School Year: 29% Meet & Above and to reach the STAAR Interim Target of 39)
- EB/EL: 26% (Target for Upcoming School Year: 30% Meet & Above and to reach the STAAR Interim Target of 36)
- Caucasian: 38% (Target for Upcoming School Year: 42% Meet & Above and to reach the STAAR Interim Target of 61)

Other Campus Demographics:

Economically Disadvantaged= 86.8%

EB- Emergent Bilingual= 45%

Special Education = 76 = 9.7%

504 Students = 7.66%

LEP Students= 406= 52%

Gifted/Talented= 94 = 12%

At-Risk= 76.25%

Homeless= 3.14%

Discipline 23-24 vs. 22-23

Total counts ISS/OSS/Referral/DAEP/JJAEP

DISC1004-PY-B School Year: 2024

Building - Incident	Building Name - Incident	ISS Total	OSS Total	Referral Count	DAEP Total	JJAEP Total
46	Houston Middle School	336	146	245	157	
Overall - Total		336	146	245	157	

Total counts ISS/OSS/Referral/DAEP/JJAEP

DISC1004-PY-B School Year: 2022

Building - Incident	Building Name - Incident	ISS Total	OSS Total	Referral Count	DAEP Total	JJAEP Total
46	Houston Middle School	202	52	197	208	
Overall - Total		202	52	197	208	

African American Students	200.1% Disproportionality Ratio
African American SPED Students	42% SPED Total Disciplinary Removal Rate

English Language Proficiency - Not Met	Component	Points Earned	Points Possible	Score
	English Language Proficiency	2	4	50.0

23-24 Attendance % 94.5%

Attendance % for School Name

	Attendance %
Houston Middle School	94.5%

Percent In Attendance 2022 - 2023
92.5%
92.5%

22-23 School Year Attendance 92.5%

Attendance - Subpop

Attendance %	Gender		Ethnicity			
	F	M	1-Hispanic/Latino	2-American Indian/Alaska Native	3-Asian	4-African American/Black
06	95.2%	95.1%	94.8%	95.6%	96.8%	95.3%
07	95.2%	95.1%	95.0%	96.4%	92.8%	95.8%
08	93.5%	94.1%	93.2%	86.2%	97.2%	95.2%

The overall Chronic Absenteeism Rate for 2023-2024 is 13.9%, with white students making up a disproportionate 25% of that group.

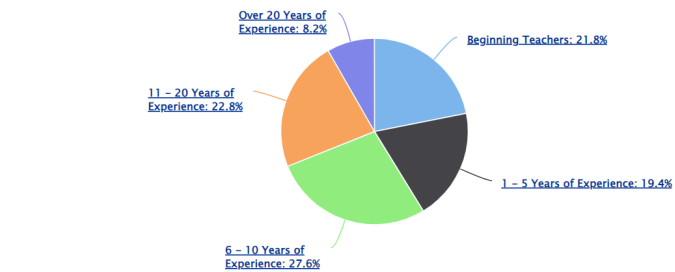
Mobility Rate is 24.2 %

Student Movers 167 Total

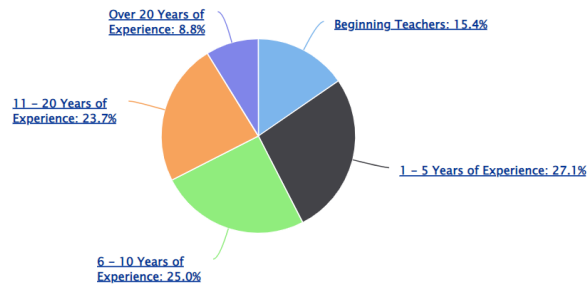
Student Mobility Rate Report for All User Accessible Campuses for All Students

	2021 - 2022 (Covid-19 Remote)			2022 - 2023			2023 - 2024		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Campus Summary	280	1,062	26.37%	276	976	28.28%	215	888	24.21%
Houston Middle	280	1,062	26.37%	276	976	28.28%	215	888	24.21%

Teacher FTE Percentage by Years of Experience for 2023 – 2024 Print/Download



Teacher FTE Percentage by Years of Experience for 2022 – 2023 Print/Download



Demographics Strengths

Sam Houston Middle School's greatest strength is our diverse student population, which enhances the learning environment and prepares students for life in a multicultural society. Our diversity, comprised of Hispanic, African American, and Economically Disadvantaged populations, allows us to focus on building meaningful connections with parents, stakeholders, and partners in education. This commitment is evident through community outreach events such as the Fall Festival, Winter Festival, and parent information nights throughout the year. Additionally, we recognize the needs of our economically disadvantaged families by providing free breakfast and lunch, school supplies, and uniforms to ensure equity and access for all.

In addition to our demographic strengths, we've seen significant progress in other key areas. Attendance has improved, rising from 92.5% in the 2022-2023 school year to 94.5% in the 2023-2024 school year, reflecting our collective efforts to foster a supportive and engaging school environment.

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Hispanic students are not performing at the same level as other student groups in math and reading on the STAAR assessment. **Root Cause:** 73% of our Hispanic student population is LEP. Teachers have not been appropriately trained to implement appropriate ESL strategies and scaffolding improved Tier 1 instructions.

Problem Statement 2: We have an over representation of male students serving ISS, with a percentage of 23% male students and 13% females. **Root Cause:** The absence of comprehensive training on differentiated behavior management strategies for male students has led to an over representation of male students in ISS.

Problem Statement 3 (Prioritized): While our campus attendance rate is trending with the district, we are experiencing notable attendance challenges, particularly among our Hispanic students, who have the lowest attendance rate among all sub-populations. **Root Cause:** There may be cultural or socioeconomic factors impacting the engagement of Hispanic students, leading to decreased motivation for consistent school attendance. Additionally, our new attendance clerk could benefit from professional development to enhance attendance tracking and follow-up strategies.

Student Learning

Student Learning Summary

STAAR Data 23-24

STAAR Performance	Reading	Math	Science	Social Studies	
Approaches GL or Above	65%	57%	76%	46%	
Meets GL or Above	44%	26%	44%	21%	
Masters GL	19%	11%	16%	7%	
Component Score				36	

Component	Points Earned	Points Possible	Score
English Language Proficiency	2	4	50.0

STAAR Data 22-23

STAAR Performance	Reading	Math	Science	Social Studies	
Approaches GL or Above	64%	52.3%	63.1%	34.3%	
Meets GL or Above	36%	22.7%	35.8%	9.6%	
Masters GL	12%	4.3%	6.4%	3.9%	

Component	Points Earned	Points Possible	Score
English Language Proficiency	2	4	50.0

Student Groups: STAAR Meets or above 23-24

55% of Caucasian students scored at Meets or above on STAAR Reading- STARR Interim Score of 57 with a Target Goal at 59

67% of Asian students scored at Meets or above on STAAR Reading -STARR Interim Score of 67 with a Target Goal at 74

42% of Hispanic students scored at Meets or above on STAAR Reading -STARR Interim Score of 42 with a Target Goal at 35

38% of Caucasian students scored at Meets or above on STAAR Math- STARR Interim Score of 39 with a Target Goal at 61

67% of Asian students scored at Meets or above on STAAR Math- STARR Interim Score of 67 with a Target Goal at 85

24% of Hispanic students scored at Meets or above on STAAR Reading-STARR Interim Score of 24 with a Target Goal at 39

23-24 Targeted Support and Improvement: Hispanic & EB have been identified as TSI

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	1	3	0	-	2	-	-	2	3	1	-	-
Academic Achievement Status: Reading/Language Arts (RLA)												
2022	40%	42%	46%	-	54%	-	-	42%	34%	23%		
2023	3	3	1	-	3	-	3	3	3	3	0	3
2024	3	3	2	3	0	-	0	3	3	0	-	3
Academic Achievement Status: Mathematics												
2022	20%	26%	34%	-	67%	-	-	25%	26%	17%		
2023	2	1	2	-	0	-	2	2	1	2	0	2
2024	0	0	0	3	1	-	0	0	0	0	-	0
Academic Growth Status: RLA												
2022	76%	75%	69%	-	93%	-	-	76%	76%	68%		
2023	3	0	0	-	0	-	0	0	0	0	3	0
2024	3	3	0	0	2	-	2	3	0	1	-	3
Academic Growth Status: Mathematics												
2022	62%	63%	60%	-	98%	-	-	64%	62%	43%		
2023	3	0	3	-	3	-	1	1	1	3	1	0
2024	0	0	0	0	0	-	0	0	0	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2022	34	36	39	-	59	-	47	37	34	19		
2023	0	0	2	3	1	-	0	0	0	1	0	0
2024	1	0	1	3	1	0	0	1	1	0	1	1

Domain Growth Data

Part A: Academic Growth			
Assessments Earning 0.5 points	170	X 0.5	85.0
Assessments Earning 1 point	603	X 1	603
Annual Growth Points Earned			688
Accelerated Learning Points Earned	129	X 0.25	32
Sum of Annual Growth plus Accelerated Learning Points			720.25
Total Assessments			1249
School Progress, Part A: Academic Growth Raw Score			58

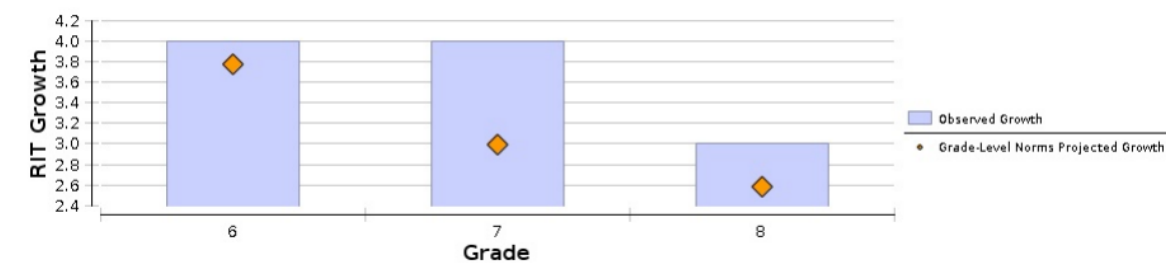
MAP MOY 23-24 Reading

All grade levels met the expected growth

- 2023 BOY Projection-
 - 31% Approaches
 - 16.61% Meets
 - 12. 3% Master

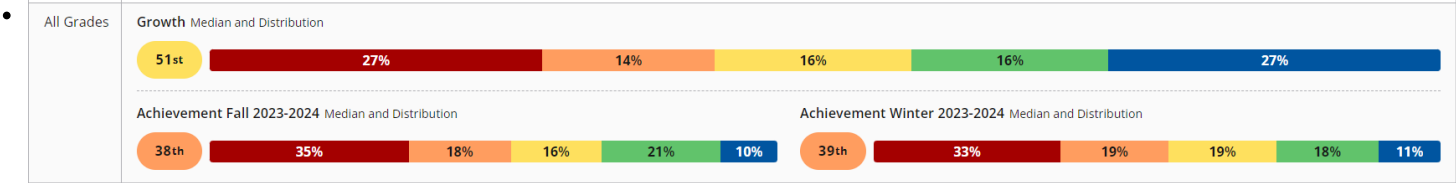
Language Arts: Reading																
		Comparison Periods						Growth Evaluated Against								
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	228	200.6	21.4	9	204.4	20.4	9	4	0.6	3.8	0.03	51	228	126	55	50
7	221	203.8	19.3	8	207.9	18.9	10	4	0.7	3.0	1.18	88	221	132	60	59
8	240	210.7	21.2	18	213.5	20.1	19	3	0.6	2.6	0.20	58	240	123	51	48

Language Arts: Reading



Reading- Growth & Achievement Percentile

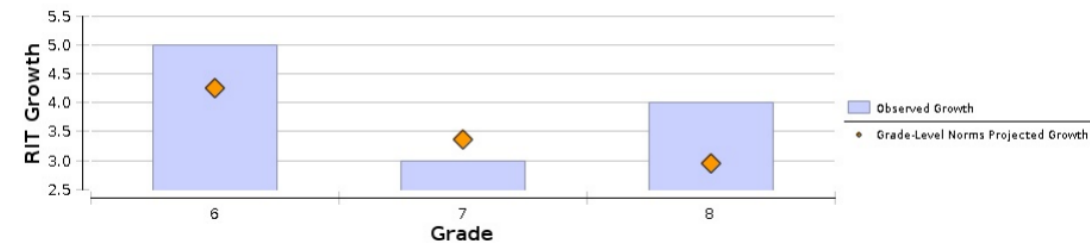
- Growth 51st Percentile & Achievement 38th Percentile



MAP MOY 23-24 Math

		Math: Math K-12																	
		Comparison Periods						Growth Evaluated Against											
Grade (Winter 2024)	Total Number of Growth Events	Fall 2023			Winter 2024			Growth			Grade-Level Norms			Student Norms					
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile			
		6	231	205.7	15.2	12	210.2	15.9	13	5	0.4	4.2	0.21	58	231	117	51	46	
		7	221	210.1	17.6	12	212.8	17.7	11	3	0.5	3.4	-0.61	27	221	104	47	44	
		8	237	217.2	18.6	21	220.7	18.3	23	4	0.4	2.9	0.43	67	237	129	54	52	

Math: Math K-12

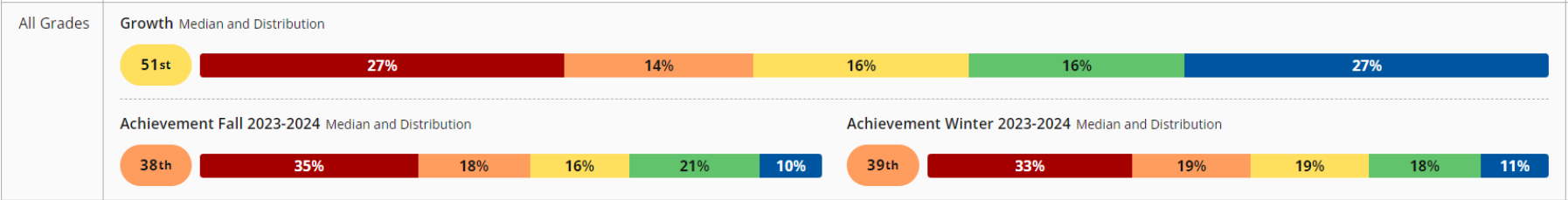


6th Grade and 8th Grade met the expected growth

- 2023 MOY Projection-
 - 35.4% App Approve
 - 15.6% Meets Above
 - 5.3% Master

Math- Growth & Achievement Percentile

- Growth 51st Percentile & Achievement 38th Percentile



Student Learning Strengths

STAAR Student Learning Strengths:

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

Assessment	2022-2023 Meets or Above %	2023-2024 Meets or Above %
RLA	40%	44%
Social Studies	17%	21%

MAP Student Learning Strengths:

Reading

- All grade levels met or exceeded growth in MAP MOY
- Overall 7th grade students displayed strong growth with an 88 Growth Percentile

Math

- Overall 51% of our students met their MAP growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners, particularly impacting our Emergent Bilingual and Hispanic student populations. **Root Cause:** Our campus did not have a formalized system and process to maximize the growth of our Emergent Bilingual students. The TELPAS assessments encompass reading, writing, listening, and speaking, which are critical areas affecting the learning and academic success of our EB and Hispanic students.

Problem Statement 2: Students under-performing in 8th grade Social Studies, with 21% meeting grade level or above. **Root Cause:** The lack of implementation of effective Tier 1 instructional practices may not consistently incorporate student-centered strategies, leading to disengagement and under-performance.

Problem Statement 3: Students under-performing in Math, with 26% of all students meeting grade level or above. **Root Cause:** New and less experienced teachers may not have sufficient support in implementing differentiated math instruction, leading to inconsistent delivery of Tier 1 instruction.

Problem Statement 4: Students under-performing in ELAR, with 44% of all students meeting grade level or above. **Root Cause:** Teachers may not have sufficient support in implementing differentiated RLA instruction, leading to inconsistent delivery of Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Curriculum & instruction

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

Collaborative teaming is supported through the protected time teachers have built into the master schedule for them to meet Monday- Friday. This time is built into the campus Master Schedule so teachers have time to participate in structured instructional planning time, including best practices of data-driven instruction. Obstacles faced in the 23-24 school year included not having a 1st year academic specialist.

Additionally, the remaining leaders (department chairs/interventionists) were starting a foundation in DDI. Those obstacles were addressed during the 23-24 school year by providing intentional training and shadowing to ensure our academic specialist could develop a strong instructional foundation to improve leadership of the PLC process. Additionally, title 1 funds were used to create an additional instructional interventionist to intervene with Tier 3 students and support Tier 1 instruction through model teaching for year 1 and 2 teachers, Interim and TCS teachers.

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

Staffing Certification & Experience

13% of the teaching staff is a TCS/Interim

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

Extracurricular activities

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

Technology

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

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

Classroom management routine

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

Bullying, Drug, and Suicide Prevention

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

How we communicate with the community

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

Professional development that provides an impact instruction

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

System for Parental Involvement:

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

School Processes & Programs Strengths

Curriculum & Instruction Strengths:

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

Extracurricular Activities:

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

Technology Access:

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

Classroom Management:

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

Safety Programs:

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

Community Communication:

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

Professional Development:

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff. **Root Cause:** Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

Perceptions

Perceptions Summary

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

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

Staff Turnover Rate: 29%

Climate Survey Results- Overall Score 67

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

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

Mentoring Programs for students

- Counselling Small Group Mentoring

Perceptions Strengths

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

The climate surveys display strengths in the area of site-based decision-making & ambition. The school community values and excels in site-based decision-making, with a clear commitment to involving stakeholders in shaping the school's direction. In addition, there is a notable culture of ambition within the school, where staff, students, and stakeholders are motivated to achieve higher levels of excellence and innovation.

Sam Houston maintains a robust teacher culture, characterized by a strong sense of cohesion and professional satisfaction. The low 29% staff turnover rate speaks to the dedication and contentment of our teaching staff, contributing to a stable and positive learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As a campus, we did not offer consistent parent volunteer opportunities. **Root Cause:** The recent transition to a new Parent Liaison role has created a learning curve in establishing effective strategies for engaging and increasing parent volunteers. Additionally, targeted professional development is needed to enhance the liaison's ability to recruit, communicate with, and involve parents in campus activities.

Priority Problem Statements

Problem Statement 1: Our Hispanic students are not performing at the same level as other student groups in math and reading on the STAAR assessment.

Root Cause 1: 73% of our Hispanic student population is LEP. Teachers have not been appropriately trained to implement appropriate ESL strategies and scaffolding improved Tier 1 instructions.

Problem Statement 1 Areas: Demographics

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

Root Cause 2: Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: As a campus, we did not offer consistent parent volunteer opportunities.

Root Cause 3: The recent transition to a new Parent Liaison role has created a learning curve in establishing effective strategies for engaging and increasing parent volunteers. Additionally, targeted professional development is needed to enhance the liaison's ability to recruit, communicate with, and involve parents in campus activities.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: While our campus attendance rate is trending with the district, we are experiencing notable attendance challenges, particularly among our Hispanic students, who have the lowest attendance rate among all sub-populations.

Root Cause 4: There may be cultural or socioeconomic factors impacting the engagement of Hispanic students, leading to decreased motivation for consistent school attendance. Additionally, our new attendance clerk could benefit from professional development to enhance attendance tracking and follow-up strategies.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners, particularly impacting our Emergent Bilingual and Hispanic student populations.

Root Cause 5: Our campus did not have a formalized system and process to maximize the growth of our Emergent Bilingual students. The TELPAS assessments encompass reading, writing, listening, and speaking, which are critical areas affecting the learning and academic success of our EB and Hispanic students.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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





Goals

Goal 1: In Irving ISD, each student will reach 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 39% to 48% by May 2025.

Evaluation Data Sources: MAP, Data meeting agendas, lesson plans, and walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: The RLA administrator and Academic Specialist (AS) will focus on teaching teachers to conduct purposeful data talks, utilize MAP trackers, and implement interventions based on the learning continuum results. This approach will help ensure that teachers are using data-driven methods to address student needs and adapt their instruction for maximum growth. Monitoring will also include reviewing lesson plans to verify that they incorporate differentiated activities and align with MAP data and the Irving ISD curriculum. Strategy's Expected Result/Impact: The RLA teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor. Staff Responsible for Monitoring: Academic Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: Reading teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize a data meeting protocol to analyze data to identify students' learning needs and strength of instructional strategies. Strategy's Expected Result/Impact: RLA teachers will be able to more effectively identify the learning needs of students by standard to more rapidly close achievement gaps. Staff Responsible for Monitoring: Academic Specialist and Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy Problem Statements: Student Learning 1		Formative			Summative
		Nov	Feb	Apr	July
Strategy 3 Details		Reviews			
Strategy 3: The RLA teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Collegiate Academy, and after-school tutoring. Strategy's Expected Result/Impact: Tier 2 interventions (in class, during CA time intervention/extension block) and after-school tutoring will be more effective in helping students close achievement gaps. Supplies (including but not limited to pencils, pens, red checking spends, folders, binders, etc.) to support learning Staff Responsible for Monitoring: Academic Specialist and Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Interventionists - 211 - Title I-A - \$145,053		Formative			Summative
		Nov	Feb	Apr	July
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our Hispanic students are not performing at the same level as other student groups in math and reading on the STAAR assessment. **Root Cause:** 73% of our Hispanic student population is LEP. Teachers have not been appropriately trained to implement appropriate ESL strategies and scaffolding improved Tier 1 instructions.

Student Learning

Problem Statement 1: Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners, particularly impacting our Emergent Bilingual and Hispanic student populations. **Root Cause:** Our campus did not have a formalized system and process to maximize the growth of our Emergent Bilingual students. The TELPAS assessments encompass reading, writing, listening, and speaking, which are critical areas affecting the learning and academic success of our EB and Hispanic students.

School Processes & Programs

Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff. **Root Cause:** Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

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 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 41% to 51% by May 2025.

Increase the percentage of Asian students scoring at MEETS or above on STAAR Reading from 67% to 72% by May 2025, focusing on addressing the missed interim target of 74%, as we scored 67%.

Increase the percentage of EB/EL students scoring at MEETS or above on STAAR Reading from 36% to 46% by May 2025

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

Strategy 1 Details		Reviews			
Strategy 1: The RLA administrator, interventionists & AS will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications to meet the needs of all students. Strategy's Expected Result/Impact: The RLA teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor. Staff Responsible for Monitoring: Academic Specialist and Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: Reading teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize a data meeting protocol to analyze data to identify students' learning needs and strength of instructional strategies. Strategy's Expected Result/Impact: RLA teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps. Staff Responsible for Monitoring: Principal, AS and Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	July
Strategy 3 Details		Reviews			
Strategy 3: The RLA teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Collegiate Academy, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including but not limited to pencils, pens, red checking pens, folders, and binders, as well as materials specifically for interventions and tutoring sessions. These resources will ensure students have the tools needed for success. Additionally, funds will cover snacks for students during after-school tutoring to help maintain focus and participation. Strategy's Expected Result/Impact: Tier 2 interventions (in class, during CA time intervention/extension block) will be more effective in helping students to close achievement gaps Staff Responsible for Monitoring: Academic Specialist and Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Supplies and Tutoring - 211 - Title I-A		Formative			Summative
		Nov	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff. Root Cause: Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

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 3: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 41% to 51% by May 2025.

Evaluation Data Sources: MAP, Data meeting agendas, lesson plans, and walkthroughs

Strategy 1 Details		Reviews			
Strategy 1: The Math administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations. Strategy's Expected Result/Impact: The Math teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor. Staff Responsible for Monitoring: Assistant Principal and Academic Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	July
Strategy 2 Details		Reviews			
Strategy 2: Math teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize a data meeting protocol to analyze data to identify students' learning needs and strength of instructional strategies Strategy's Expected Result/Impact: The math teachers will be able to more effectively identify learning needs by student by standard to more rapidly close achievement gaps. Staff Responsible for Monitoring: Assistant Principal and Academic Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: The Math teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Collegiate Academy, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including materials for interventions and tutoring sessions, to ensure students have the tools needed for success. Additionally, the funds will cover snacks for students during after-school tutoring to maintain focus and participation.</p> <p>Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student</p> <p>Staff Responsible for Monitoring: Academic Specialist and Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners, particularly impacting our Emergent Bilingual and Hispanic student populations. Root Cause: Our campus did not have a formalized system and process to maximize the growth of our Emergent Bilingual students. The TELPAS assessments encompass reading, writing, listening, and speaking, which are critical areas affecting the learning and academic success of our EB and Hispanic students.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff. Root Cause: Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.</p>





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 4: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 26% to 36% by May 2025

Increase the percentage of Hispanic students scoring at MEETS or above on STAAR Math from 24% to 29% by May 2025, focusing on addressing the missed interim target of 39%, as we scored 24%.
Increase the percentage of EB/EL students scoring at MEETS or above on STAAR Math from 26% to 36% by May 2025, focusing on addressing the missed interim target of 36%, as we scored 26%.

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

Strategy 1 Details		Reviews			
Strategy 1: The math administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations. Strategy's Expected Result/Impact: The math teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor Staff Responsible for Monitoring: Assistant Principal and Academic Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	July

Strategy 2 Details		Reviews			
Strategy 2: Math teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify learning needs by student by standard to more rapidly close achievement gaps Staff Responsible for Monitoring: Assistant Principal and Academic Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	July
Strategy 3 Details		Reviews			
Strategy 3: The Math teacher teams will utilize a data meeting protocol to analyze assessment data, including daily formative assessments, comprehensive common/unit tests, MAP assessments, District Curriculum, and Benchmark assessments, within one week of each assessment's administration. These data meetings will ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, Collegiate Academy extensions, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including but not limited to pencils, pens, red checking pens, folders, and binders, as well as materials specifically for interventions and after-school tutoring sessions. These resources will ensure students have the tools needed for success. Additionally, funds will cover snacks for students during after-school tutoring to help maintain focus and participation. Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student. Staff Responsible for Monitoring: Academic Specialist and Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: - 211 - Title I-A		Formative			Summative
		Nov	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Our Hispanic students are not performing at the same level as other student groups in math and reading on the STAAR assessment. **Root Cause:** 73% of our Hispanic student population is LEP. Teachers have not been appropriately trained to implement appropriate ESL strategies and scaffolding improved Tier 1 instructions.

Student Learning

Problem Statement 1: Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners, particularly impacting our Emergent Bilingual and Hispanic student populations. **Root Cause:** Our campus did not have a formalized system and process to maximize the growth of our Emergent Bilingual students. The TELPAS assessments encompass reading, writing, listening, and speaking, which are critical areas affecting the learning and academic success of our EB and Hispanic students.

School Processes & Programs





Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff. **Root Cause:** Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

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

Performance Objective 1: By May 2025, with the support of the Instructional Learning Team (I.L.T.), 12 teachers will improve their instructional practice by showing evidence of growth on the Bambrick Get Better Faster Scope and Sequence.

Evaluation Data Sources: -Walkthrough feedback and calendar

Strategy 1 Details	Reviews			
Strategy 1: Using the Bambrick Get Better Faster Scope and sequence, the ILT will identify the effectiveness level of all teachers on campus then identify 6 teachers to coach. Strategy's Expected Result/Impact: Using the Bambrick Get Better Faster Scope and Sequence, the ILT will assess teacher effectiveness, select 6 teachers for ongoing coaching throughout the year, with documented feedback via walkthroughs, emails, and one-on-one conversations, ensuring coaching occurs at least once per quarter and is aligned with the Bambrick Coaching Model for continuous improvement. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: The Admin and ILT will use the Bambrick Coaching Model for coaching teachers Strategy's Expected Result/Impact: The Admin and ILT teams use the Bambrick Coaching Model to coach teachers. At the beginning of the year, they conducted a deep dive to ensure the team understood how to provide actionable feedback through this model. They will collaborate regularly to maintain consistency and improve teacher practices. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: The Admin Team will calendar/schedule 4 - 8 classroom observations for each campus-teacher throughout the school year (based on level of effectiveness and year of teaching experience) and use a system to calibrate and monitor the observations. At least five sets of administrator team calibrations will take place throughout the school year Strategy's Expected Result/Impact: Teachers' effectiveness as measured by the Bambrick Get better Faster Scope and Sequence will improve. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	July
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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff. **Root Cause:** Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

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

Performance Objective 2: The Campus Instructional Leaders will support teachers in developing strategies to make positive connections with students, increasing the overall Attendance Rate from 94.7% in 2023-2024 to 96.5% in 2024-2025. Additionally, the goal is to reduce the chronic absenteeism rate for white students by 20%, from 25% to 20%, through targeted interventions, family engagement initiatives, and individualized support for chronically absent students.

Evaluation Data Sources: Walkthroughs, Attendance Rate

Strategy 1 Details	Reviews			
Strategy 1: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use welcoming rituals to establish safety and predictability and encourage students to connect with their teachers and peers. Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase. Staff Responsible for Monitoring: ILT, Admin Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of engaging communication practices to promote collaboration and create predictable learning environments. Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase. Staff Responsible for Monitoring: ILT, Admin Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of optimistic closures to end class time with reflection and create moments that make students look forward to returning to school each day.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase.</p> <p>Staff Responsible for Monitoring: ILT, Admin</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
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Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 3: While our campus attendance rate is trending with the district, we are experiencing notable attendance challenges, particularly among our Hispanic students, who have the lowest attendance rate among all sub-populations. Root Cause: There may be cultural or socioeconomic factors impacting the engagement of Hispanic students, leading to decreased motivation for consistent school attendance. Additionally, our new attendance clerk could benefit from professional development to enhance attendance tracking and follow-up strategies.</p>

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

Performance Objective 3: Campus instructional leaders will support teachers in developing strategies to make positive connections with students, with a focus on reducing the disproportionality of infractions for African American students, including those in special education. This will result in a 20% overall reduction in the total number of student infractions, or 40 fewer infractions from the 2023-2024 school year, while also reducing infractions for African American Special Education students by 10%.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of welcoming rituals and optimistic closures to establish safety and predictability and encourage students to connect with their teachers and peers. Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student infractions to decrease. Staff Responsible for Monitoring: ILT, Admin Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of engaging communication practices to promote collaboration and create predictable learning environments. Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase. Staff Responsible for Monitoring: ILT, Admin Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in following the school-wide discipline plan and a better understanding of when to issue classroom consequences for students' disruptive behaviors versus referring students to the administration for disruptive behaviors. Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing a decrease in disruptive behaviors and reducing referrals. Staff Responsible for Monitoring: ILT, Admin Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: While our campus attendance rate is trending with the district, we are experiencing notable attendance challenges, particularly among our Hispanic students, who have the lowest attendance rate among all sub-populations. **Root Cause:** There may be cultural or socioeconomic factors impacting the engagement of Hispanic students, leading to decreased motivation for consistent school attendance. Additionally, our new attendance clerk could benefit from professional development to enhance attendance tracking and follow-up strategies.

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

Performance Objective 1: By May 2025, with the support of the Student Success Coach, increase staff and student perceptions of safety by 10% (compared from the 23-24 school year) as measured by the annual climate survey through targeted interventions and professional development initiatives.

Evaluation Data Sources: PEMIS and Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive professional development program through the New Teacher Academy focused on equipping teachers with classroom management techniques and SEL skills, fostering a safe and positive learning environment for both students and staff. Strategy's Expected Result/Impact: The expected result is that new teachers will be equipped with effective classroom management techniques and SEL skills, leading to a more structured and supportive classroom environment. This will foster a safer and more positive atmosphere, contributing to a 10% increase in safety perceptions as reflected in the annual climate survey. Staff Responsible for Monitoring: Student Success Coach and Academic Specialist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize the MTSS framework to regularly monitor and adjust individualized intervention plans, ensuring that all at-risk students receive timely support, which contributes to a safer school environment. Strategy's Expected Result/Impact: Utilizing the MTSS framework to monitor and adjust individualized intervention plans regularly will ensure that all at-risk students receive timely and appropriate support. This approach will help address behavioral and academic challenges, contributing to a safer and more supportive school environment. Staff Responsible for Monitoring: Student Success Coach Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff. **Root Cause:** Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

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

Performance Objective 2: By May 2025, with the support of the Instructional Team, increase teachers' perceptions of a strong learning environment in their classrooms by 10% (compared to the 23-24 school year) as measured by the annual climate survey through targeted interventions and professional development initiatives.

Evaluation Data Sources: ILT, Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Classroom Walkthroughs with Targeted Feedback: Conduct regular classroom walkthroughs by the Instructional Team, focusing on instructional practices and classroom management. Provide teachers with specific, actionable feedback and support through follow-up coaching sessions to strengthen their ability to create a positive learning environment. Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Professional Learning Communities (PLCs) for Classroom Environment Enhancement: Establish monthly PLC meetings where teachers collaborate to share best practices, resources, and strategies for building a strong learning environment. Incorporate topics such as student engagement, classroom management, and fostering inclusively. The Instructional Team will facilitate these sessions and provide teachers with tools and interventions to implement in their classrooms. Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction based on the number of year 1 and 2 teachers, Interim, and TCS staff. Root Cause: Alternatively, certified, brand new, and non-certified teaching staff lack the depth of knowledge and understanding of evidence-based learning strategies and targeted interventions to execute in their classrooms.

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

Performance Objective 1: When families, communities, and schools work together, students are more successful, and the entire Irving community benefits. Sam Houston Middle School aims to increase parent engagement by 15% by the end of 2025, using last year's parent workshop attendance as a baseline. This increase will be measured through participation in collaborative Parent Conference Days, School Messenger, Twitter, Facebook, the school website, the Marquee, Content Area Nights, Fine Arts Nights, and Athletics events. We will track and compare attendance at these events to the baseline data collected from previous workshops. Our Parent Liaison will monitor this.

Evaluation Data Sources: Event attendance rates from parent workshops. Family night sign-in rosters

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2024-2025 school year, Sam Houston Middle School will offer at least four courses through our parent-involvement community. Strategy's Expected Result/Impact: The amount of parent involvement will increase at Sam Houston Middle School through relevant topics and courses. Staff Responsible for Monitoring: Parent Liaison, Administrators, and Secretary Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Increase parent attendance to all Family Night events by 15% Strategy's Expected Result/Impact: The amount of parent involvement will increase at Sam Houston Middle School by participating in personal phone calls to parents, in addition to making flyers, supplies for the parent center and connecting with local businesses. Staff Responsible for Monitoring: Parent Liaison Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: As a campus, we did not offer consistent parent volunteer opportunities. **Root Cause:** The recent transition to a new Parent Liaison role has created a learning curve in establishing effective strategies for engaging and increasing parent volunteers. Additionally, targeted professional development is needed to enhance the liaison's ability to recruit, communicate with, and involve parents in campus activities.

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

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	The RLA administrator, interventionists & AS will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications to meet the needs of all students.
1	2	3	The RLA teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Collegiate Academy, and after-school tutoring. Title 1 funds will be allocated to support the purchase of necessary supplies, including but not limited to pencils, pens, red checking pens, folders, and binders, as well as materials specifically for interventions and tutoring sessions. These resources will ensure students have the tools needed for success. Additionally, funds will cover snacks for students during after-school tutoring to help maintain focus and participation.
3	1	1	Implement a comprehensive professional development program through the New Teacher Academy focused on equipping teachers with classroom management techniques and SEL skills, fostering a safe and positive learning environment for both students and staff.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The RLA administrator and Academic Specialist (AS) will focus on teaching teachers to conduct purposeful data talks, utilize MAP trackers, and implement interventions based on the learning continuum results. This approach will help ensure that teachers are using data-driven methods to address student needs and adapt their instruction for maximum growth. Monitoring will also include reviewing lesson plans to verify that they incorporate differentiated activities and align with MAP data and the Irving ISD curriculum.
1	1	2	Reading teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize a data meeting protocol to analyze data to identify students' learning needs and strength of instructional strategies.
1	1	3	The RLA teacher teams and the Interventionist team will collaborate through data meetings to ensure the preparation and use of rigorous instructional plans for Tier 2 interventions, extensions through Collegiate Academy, and after-school tutoring.
1	2	2	Reading teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and utilize a data meeting protocol to analyze data to identify students' learning needs and strength of instructional strategies.

State Compensatory

Budget for Houston Middle School

Total SCE Funds: \$12,250.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) for Sam Houston Middle School, developed on May 20, 2023, gathered input from a range of stakeholders, including CIC members, parents, teachers, and administrators. The assessment reviewed demographics, student learning, school processes, and stakeholder perceptions, using data such as attendance, STAAR results, MAP testing, and staff feedback.

Key strengths identified include the AVID program, the VILS Lab, and a diverse campus culture. The CNA emphasized the need to boost attendance through 6-week awards and improve RLA and Math based on STAAR performance. Staffing challenges, such as a high number of interim teachers, were noted as impacting student support. Additionally, increasing parent volunteer opportunities remains a focus, with plans to create a consistent schedule to engage families and the community.

The CNA highlighted strong Tier 1 instruction as a strength and identified the need to expand differentiated learning strategies among teachers to sustain this excellence.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Met with ILT and CIC as we developed CIP goals and performance objectives. The planning for the Title 1 Schoolwide Program has been developed with the involvement of:

- Parents and other members of the community to be served
- Individuals who will carry out the plan, including teachers, principals, other school leaders
- The ILT

These individuals met throughout the year in the Fall and Spring.

2.2: Regular monitoring and revision

The campus needs assessment will be closely monitored and reviewed by the Campus Improvement Committee during a series of scheduled meetings. These meetings are crucial to ensuring that our improvement strategies stay on track and are effectively implemented. The Campus Improvement Committee will convene on Tuesday, October 10, 2024, to welcome new members and discuss CIC matters, followed by subsequent meetings throughout the school year. The needs assessment will be conducted three times during the year to assess progress, address emerging needs, and ensure our Campus Improvement Plan aligns with the evolving requirements of our educational community. This ongoing review process reflects our commitment to enhancing the educational experience at Sam Houston Middle School.

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

The Campus Improvement Plan (CIP) is made accessible to the public through various channels to ensure transparency and inclusively. One primary source where the CIP can be found is the school's official website. It is posted on the website in English to cater to a wide audience. In recognition of the diverse community we serve, the school website is equipped with a language translation feature, which allows users to easily translate the CIP content from English into Spanish. This feature ensures that important information about the school's improvement initiatives and goals are accessible to both English and Spanish-speaking community members. In addition to the website, printed copies of the CIP may also be available at the school campus, especially during important school events and meetings, providing a physical copy for those who prefer that format. This multi-pronged approach to dissemination ensures that the CIP is readily available and accessible to all stakeholders, regardless of their preferred language or method of accessing information.

2.4: Opportunities for all children to meet State standards

Sam Houston Middle School provides opportunities for all students to meet State standards by:
Houston Middle School
Generated by Plan4Learning.com

Differentiated Instruction- Our faculty will employ differentiated instruction techniques to address the diverse learning needs of students. Teachers will use various instructional methods and resources, including Small group instruction/ Peer tutoring and collaborative learning / Tiered assignments and assessments.
Varied teaching styles and modalities to cater to different learning preference Enrichment Opportunities:

In addition to supporting struggling students, we will provide enrichment opportunities for high-achieving students. This can include advanced coursework, competitions, and opportunities for exploration beyond the standard curriculum.

After-School Programs- To further support students in reaching state standards, we will offer after-school programs in core subjects, where students can receive additional instruction and assistance.

Professional Development- Our staff will receive ongoing professional development to stay current with best practices in education. This includes training on effective strategies for meeting state standards and addressing the needs of diverse learners.

Data-Driven Decision-Making- We will continuously monitor student performance through assessments and progress monitoring. The data collected will inform our instructional decisions, allowing us to adjust strategies and interventions as needed.

To help provide opportunities for all children to meet the State standards, Title 1 funds will be allocated to purchase essential student supplies, including pencils, pens, red checking pens, folders, and binders, to support daily learning and classroom engagement. Additionally, funds will be designated for teacher-led tutoring sessions, providing targeted academic support and light refreshments to help maintain student focus and participation.

2.5: Increased learning time and well-rounded education

Our faculty will receive professional development in effective instructional strategies, including inquiry-based teaching and incorporating real-world applications into their lessons. These training's will also enable teachers to create engaging and well-rounded classroom experiences. In addition, the staff promotes cross-curricular integration by encouraging teachers to collaborate on different subjects, providing students with a more comprehensive understanding of the interconnected of knowledge.

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

Sam Houston Middle School provides counseling, postsecondary education, a school-wide behavior intervention tiered model, professional development, and middle school to high school transition.

3.1: Annually evaluate the schoolwide plan

Formative evaluations will occur quarterly, with feedback gathered from CILT, CIC members, parents, and staff after each evaluation period. The summative evaluation of the plan will occur in June 2024, with input from these key stakeholders to assess progress and make adjustments for the following school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed and revised with input from parents through surveys and discussions during our Title 1 meetings. We ensured agreement from parents by reviewing their feedback and making necessary adjustments to the policy. The policy is provided in both English and Spanish and is available on campus, distributed during the Title 1 meeting, and uploaded to the Title 1 Crate. Additionally, the policy is posted on our school website, ensuring it is accessible to all families in their preferred language.

4.2: Offer flexible number of parent involvement meetings

The Title 1 Annual Parent meetings were held at Sam Houston Middle School on Wednesday, September 27th, and Friday, September 29th via Zoom. In addition to Title 1 meetings, we offer various other parent meetings and events throughout the year to foster engagement. For example, we host workshops and events like "Hot Cocoa with Principal Tarver," which provides additional opportunities for parents to connect and discuss school-related matters. At our campus community events, we also set up a Parent Center table to help parents connect directly with the leadership team. These meetings are scheduled at flexible times to accommodate parents' availability and encourage broader participation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittany Thompson	Intervention Specialist		1
Daniela Barron	Parent Liaison		1
Jazmin Franklin	Student Success Coach		1

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Parent	Jasmine Jones	Parent
Academic Specialist	Tyra Browning	Instructional Leader
Classroom Teacher	Abraham Herrera	SPED Teacher and Department Chair
Committee Member	Cynthia Rosas	Classroom Teacher
Community Representative	Charlyn Valencia	Community Representative
District-level Professional	Courtney Putman	District-level Professional
Committee Member	Liseht Herrera	Classroom Teacher
Committee Member	Williams Gates	Classroom Teacher
Committee Member	Terry Nicholson	Classroom Teacher
Committee Member	Alicia Liddell	Classroom Teacher
Committee Member	Corey Cole	Classroom Teacher
Classroom Teacher	Michelle Nguyen	Classroom Teacher
Administrator	Kerrie Tarver	Principal

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Interventionists		\$145,053.00
1	2	3	Supplies and Tutoring		\$0.00
1	4	3			\$0.00
Sub-Total					\$145,053.00

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