Irving Independent School District

Austin Middle School

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

Broncos...

Seek Opportunities

Desire Growth

Build Character

Embrace Learning

Ignite Innovation

Value Statement

We, the AMS staff, collectively commit to:

Cultivating collaboration amongst staff and students.

Identifying and meeting all students at their levels to close the gaps.

Providing opportunities for intellectual, physical, social, emotional, and cultural growth.

Promoting purposeful, ethical and innovative use of technology

Inspiring students' curiosity and creativity for life-long learning.

Department Belief Statements:

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

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

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

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

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

Math: We believe all students can and will learn in an environment that is safe, stimulating, and welcoming. We believe education should be engaging and challenging.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Austin Middle School proudly serves a large population of Hispanic students. Additionally, we also proudly serve a large population of economically disadvantaged students. When comparing the percentage of economically disadvantaged students to all secondary schools in Irving ISD (Middle and High Schools), Austin Middle School serves one of the highest percentages of economically disadvantaged students (92.4%).

Ethnicity Breakdown

- Hispanic= 92.4%
- African American= 2.9%
- White, not of Hispanic Origin= 2.5%
- Asian= 1.67%
- American Indian= 0.4%
- Two or more= 0.5%

Other Campus Demographics

- Economically Disadvantaged= 92.4%
- Special Education= 8.4%
- 504 Students= 10.16%
- Gifted/Talented= 13.3%
- EB Students/EL- 69.6%

Attendance

- 95.6 %

Mobility

- 19.8%

Dropout information

- **0%**

Disciplinary Trends

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
22-23	Sixth six weeks	5.41%	🚩	5%	88	⬇
22-23	Fifth six weeks	6.77%	🚩	5%	107	⬆

22-23	Fourth six weeks	7.22%	🚩	5%	83	⬆
22-23	Third six weeks	3.49%		5%	48	⬆
22-23	Second six weeks	2.91%		5%	35	—
22-23	First six weeks	2.56%		5%	35	⬇

Teacher Retention

77.19%

Demographics Strengths

- Austin Middle School proudly serves a large population of Hispanic students. The countries represented from our Hispanic families are from all over Latin America, including, but not limited to, Mexico, El Salvador, Ecuador, Cuba, and Nicaragua
- We celebrate diversity daily by encouraging the development of dual languages, Spanish and English, and holding various Hispanic Heritage Events.
- Austin Middle School currently has the highest attendance rates for all middle schools.
- We consider our stakeholders as our students, parents, staff, and the district. All parties have a voice at the table. We have observed an overall improvement in the culture and climate of the campus.
- Austin Middle School has a teaching staff with an average of 8.2 years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: AMS has a high emerging bilingual, and large economically disadvantaged population who historically have a lower Lexile level. **Root Cause:** The majority of AMS students come from Spanish-speaking households and often struggle with the literacy gap.

Problem Statement 2 (Prioritized): Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause:** Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Student Learning

Student Learning Summary

In the 2022-2023 school year, Austin Middle School scored an overall D- rating from the Texas Education Agency.

Domain 1 - Details													
County-District Number: 057912 District Name: IRVING ISD													
Domain 1 - Details													
2022 - 2023 Student Achievement for (057912045) AUSTIN MIDDLE													
Details Behind the Score													

			Raw Score	Scaled Score	Weight % of Score	Weighted Points
District Assessments Growth Comparison			32	60	100%	60
Using STAAR Performance (100%) As your Score	60					
Student Achievement Domain Rating						D

District Assessments Growth Comparison for 2022 - 2023

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continously Enrolled
All														
Percent of Tests														
% at Approaches GL Standard or Above	58%	65%	57%	62%	0%	89%	100%	90%	57%	53%	57%	38%	50%	62%
% at Meets GL Standard or Above	30%	45%	29%	38%	0%	71%	0%	70%	29%	26%	29%	24%	37%	33%

Domain 1 - Details														
% at Masters GL Standard	9%	10%	8%	17%	0%	40%	0%	10%	8%	7%	9%	4%	17%	10%
Number of Tests														
# at Approaches GL Standard or Above	1254	46	1140	26	0	31	2	9	1197	839	1132	73	15	1062
# at Meets GL Standard or Above	654	32	574	16	0	25	0	7	605	412	569	46	11	564
# at Masters GL Standard	197	7	168	7	0	14	0	1	178	106	169	7	5	171
Total Tests	2161	71	1995	42	6	35	2	10	2100	1586	1988	190	30	1722
Reading														
Percent of Tests														
% at Approaches GL Standard or Above	59%	71%	58%	53%	0%	85%	100%	100%	58%	53%	58%	34%	33%	63%
% at Meets GL Standard or Above	34%	52%	33%	47%	0%	69%	0%	75%	33%	29%	33%	24%	25%	37%
% at Masters GL Standard	12%	19%	11%	18%	0%	54%	0%	0%	11%	9%	11%	3%	25%	13%
Number of Tests														
# at Approaches GL Standard or Above	462	15	422	9	0	11	1	4	446	313	423	23	4	390
# at Meets GL Standard or Above	269	11	238	8	0	9	0	3	254	172	242	16	3	231
# at Masters GL Standard	93	4	79	3	0	7	0	0	85	50	81	2	3	82
Total Tests	785	21	726	17	3	13	1	4	767	588	725	67	12	623
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	59%	67%	58%	47%	0%	92%	100%	75%	58%	56%	57%	38%	58%	63%
% at Meets GL Standard or Above	28%	38%	27%	27%	0%	77%	0%	50%	27%	25%	26%	21%	33%	31%
% at Masters GL Standard	7%	5%	6%	13%	0%	38%	0%	25%	6%	5%	6%	5%	17%	8%
Number of Tests														
# at Approaches GL Standard or Above	459	14	422	7	0	12	1	3	442	328	415	25	7	393
# at Meets GL Standard or Above	217	8	193	4	0	10	0	2	205	146	190	14	4	191

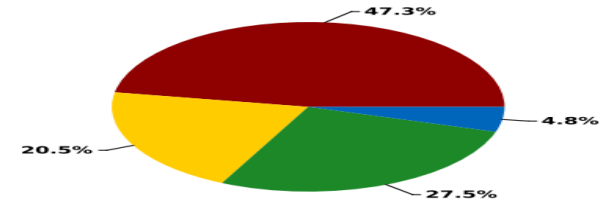| Domain 1 - Details														
# at Masters GL Standard	54	1	45	2	0	5	0	1	48	32	43	3	2	47
Total Tests	783	21	726	15	3	13	1	4	765	587	723	66	12	623
Science														
Percent of Tests														
% at Approaches GL Standard or Above	60%	60%	59%	100%		100%		100%	58%	52%	58%	48%	75%	63%
% at Meets GL Standard or Above	30%	47%	27%	50%		100%		100%	27%	23%	26%	31%	75%	31%
% at Masters GL Standard	7%	7%	6%	17%		20%		0%	6%	5%	6%	0%	0%	7%
Number of Tests														
# at Approaches GL Standard or Above	189	9	168	6	0	5	0	1	174	112	166	14	3	158
# at Meets GL Standard or Above	94	7	78	3	0	5	0	1	80	50	75	9	3	79
# at Masters GL Standard	21	1	18	1	0	1	0	0	18	10	18	0	0	17
Total Tests	313	15	286	6	0	5	0	1	298	214	284	29	4	252
Social Studies														
Percent of Tests														
% at Approaches GL Standard or Above	51%	57%	50%	100%		75%		100%	50%	44%	50%	39%	50%	54%
% at Meets GL Standard or Above	26%	43%	25%	25%		25%		100%	24%	22%	24%	25%	50%	28%
% at Masters GL Standard	10%	7%	10%	25%		25%		0%	10%	7%	11%	7%	0%	11%
Number of Tests														
# at Approaches GL Standard or Above	144	8	128	4	0	3	0	1	135	86	128	11	1	121
# at Meets GL Standard or Above	74	6	65	1	0	1	0	1	66	44	62	7	1	63
# at Masters GL Standard	29	1	26	1	0	1	0	0	27	14	27	2	0	25
Total Tests	280	14	257	4	0	4	0	1	270	197	256	28	2	224

Domain 1 - Details

MAP BOY Data

Language Arts: Reading

Austin Middle School

Projected to: **State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)** taken in **spring**.
View Linking Study: https://www.nwea.org/news-center/resources/texas-linking-study-eoc/

Grade	Student Count	Did Not Meet Count	Did Not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
8	273	129	47.3%	56	20.5%	75	27.5%	13	4.8%
Total	273	129	47.3%	56	20.5%	75	27.5%	13	4.8%

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.
View Linking Study: https://www.nwea.org/resources/texas-linking-study/

Grade	Student Count	Did not Meet Count	Did not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
6	244	99	40.6%	87	35.7%	45	18.4%	13	5.3%
7	249	122	49.0%	81	32.5%	32	12.9%	14	5.6%
8	273	113	41.4%	88	32.2%	43	15.8%	29	10.6%
Total	766	334	43.6%	256	33.4%	120	15.7%	56	7.3%
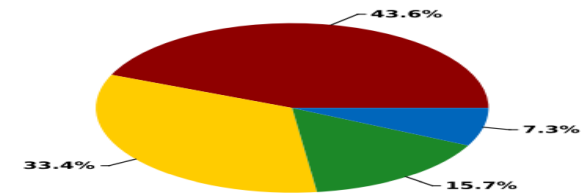
Academic Achievement: 5 out of 16

Growth: 11 out of 13

English Language Performance: 1 out of 1

Student Success: 2 out of 12

Total: 19 Targets

For the 2023-2024 school year, AMS is focusing on academic achievement and growth status for Hispanic, African American, White, and Economically Disadvantaged students for Math and ELAR, as well as meeting the target for English Language Performance - TELPAS, and maintaining our Student Success targets from 2023, we can achieve an overall score of C in Domain 3 for 2024. These goals will help move our overall Accountability Rating from a D to a C and close learning gaps that occurred during the pandemic.

These goals targets are determined by analyzing our met targets from 2023 as well as analyzing which student groups were closest to meeting previous targets based on their Meets or Above proficiency.

Student Learning Strengths

- Austin Middle School displayed significant growth in Domain 3 for RLA and EL Proficiency.
- Highly effective strategies of Aggressive Monitoring, Exit Tickets, and DDI are our primary instructional focus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause:** Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Problem Statement 2 (Prioritized): Based on 2023 preliminary RLA STAAR data, students across 6-8 struggled to obtain a 6 or higher on the Extended Constructive Response portion.   **Root Cause:** Many students were unfamiliar with how the essay was presented on the STAAR assessment and skipped over it or treated it as a Short Constructed Response.

School Processes & Programs

School Processes & Programs Summary

Austin provides core content teachers with department/team planning time daily in addition to their conference time. This time is built into the campus Master Schedule so teachers have time to participate in structured instructional planning time. Additionally, within the master schedule, Austin provides teachers time during the day to meet with their respective Houses. Each House shares common students, and they can discuss attendance and grades, and hold parent meetings as a House.

Austin uses PLC model and the district curriculum as the leading blueprint to plan and deliver instruction to students. Teachers identify essential standards, and they develop a team consensus of mastery of power standards. The PLC model gives all members in team meetings a voice and a specific role, which rotates so that all members contribute equally. The PLC model allows teachers to discuss student data in a manner that promotes ways and strategies to reteach standards the students were not as successful on.

Austin currently has HB4545 (RLA, Math) plans in place, as well as an MTSS plan. These programs are aligned with our vision and mission. There is a focus on creating a safe environment using Capturing Kids Hearts while also holding the student responsible for their learning.

School Processes & Programs Strengths

- The implementation of Capturing Kids Hearts has had a positive effect on the student and teacher population.
- Staff members who have shown they want to be campus leaders are often given a chance to be department chairs and other leadership opportunities.
- Students have the opportunities to receive incentives to reach academic goals in MAP and DCA.
- With Austin's Enrichment and Intervention programs, RLA and Math students are continuing to show growth.
- Austin large newcomer population is growing academically and steadily closing the gap in Lexile scores, although it may not be enough to reach grade-level.
- Austin Middle School is a Verizon Innovative Learning Demo School with successful CTE programs and a high use of technology in the classroom.
- Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.
- Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on feedback from the 22-23 ESF diagnostic, AMS is at a "planning for implementation" level for ESF Lever 5.3: Data-driven instruction. **Root Cause:** When unpacking standards, teachers view it as a compliance piece versus an instructional tool, which results in Exemplars not being created. Reteach plans are discussed but not written.

Problem Statement 2 (Prioritized): Based on the independent audit of the Irving ISD curriculum in Spring 2023, the IISD curriculum audit is viable, but teachers are not utilizing

the curriculum with fidelity.   **Root Cause:** School leadership does not effectively hold teachers accountable for utilizing the curriculum and effectively planning for lesson delivery and assessment. School leadership does not effectively review and provide feedback on teachers' lesson plans.

Problem Statement 3 (Prioritized): Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause:** Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Perceptions

Perceptions Summary

At Austin Middle School, students and visitors are welcomed to campus by a friendly front office that seeks to swiftly assist with visitors' needs. Additionally, Austin has a Parent Center that is staffed with a Parent Liaison full-time. The Parent Liaison is an extension of our AMS Counseling team. Together, they partner monthly courses through Bronco University which seeks to involve parents in checking students' grades, providing extended learning opportunities, and providing opportunities to volunteer on campus. All students are welcomed daily by campus staff and provided breakfast and lunch free of charge.

Austin has implemented a House System that emphasizes a spirit of team building and inclusion among students and staff members. The House System allows teachers to meet weekly and work collaboratively to help ensure student success in all content areas. We celebrate our Houses through House Champs, High Achieve Scorers (Achieve 3000 Reading), A & B Honor Roll, and Perfect Attendance. House Chants, House Colors, and themed days throughout the year encourage student and staff participation. Also, we incorporate contests that encourage a healthy spirit of competitiveness, such as door decorating, essays, and the most house participants in various school initiatives and activities. The staff of Austin Middle School commits to ensuring all students are academically successful and that they grow into well-rounded students who are prepared for high school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause:** Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Priority Problem Statements

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.

Root Cause 1: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions - Professional Development Implementation

Problem Statement 2: Based on 2023 preliminary RLA STAAR data, students across 6-8 struggled to obtain a 6 or higher on the Extended Constructive Response portion.

Root Cause 2: Many students were unfamiliar with how the essay was presented on the STAAR assessment and skipped over it or treated it as a Short Constructed Response.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on feedback from the 22-23 ESF diagnostic, AMS is at a "planning for implementation" level for ESF Lever 5.3: Data-driven instruction.

Root Cause 3: When unpacking standards, teachers view it as a compliance piece versus an instructional tool, which results in Exemplars not being created. Reteach plans are discussed but not written.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Based on the independent audit of the Irving ISD curriculum in Spring 2023, the IISD curriculum audit is viable, but teachers are not utilizing the curriculum with fidelity.

Root Cause 4: School leadership does not effectively hold teachers accountable for utilizing the curriculum and effectively planning for lesson delivery and assessment. School leadership does not effectively review and provide feedback on teachers' lesson plans.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 55% to 60% by May 2024.

High Priority

Evaluation Data Sources: NWEA MAP Reading - Fall 2023 to Spring 2024 Report

Strategy 1 Details	Reviews			
Strategy 1: The RLA 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: The RLA teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor. **Staff Responsible for Monitoring:** Assistant Principal **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 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 2 Details	Reviews			
Strategy 2: Reading 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-week reporting period to identify students' learning needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
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:** Assistant Principal **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, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: The Reading Language Arts teams will utilize a data meeting protocol to analyze data from assessments (daily formative, comprehensive common/unit, MAP assessments, District Curriculum, and Benchmark) within one week of each assessment's administration.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: RLA 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 **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				

Strategy 4 Details	Reviews			
Strategy 4: Administrators will lead the Reading Language Arts team in two exit ticket/demonstration of learning data meetings per grading period using the Bambrick Data Driven Instruction Protocol. These meetings will include the Academic Specialist, Content Interventionists, and Reading teachers.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**

Strategy's Expected Result/Impact: RLA 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: 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
    Funding Sources: Title 2 Intervention Specialist (Reading) - 211 - Title I-A - $54,000				

Strategy 5 Details	Reviews			
Strategy 5: The RLA teacher teams will collaborate with Title 1 Intervention Specialists through data meetings to ensure they have prepared rigorous instructional plans for Tier 2 interventions and extensions.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**

Strategy's Expected Result/Impact: Tier 2 interventions (in class, during intervention/extension block) will be more effective in helping students to close achievement gaps.
    Staff Responsible for Monitoring: Assistant Principal
 	
    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
    Funding Sources: Title 1 Intervention Specialist - 211 - Title I-A - $54,000				

Strategy 6 Details	Reviews			
Strategy 6: The RLA teachers and Title 1 Intervention Specialists will utilize Lexia and IXL to monitor student progress regularly and make adjustments to intervention and extension plans as needed.	Formative			Summative
	Nov	Feb	Apr	July
Strategy's Expected Result/Impact: Tier 2 interventions (in class, during intervention/extension block) will be more effective in helping students to close achievement gaps. **Staff Responsible for Monitoring:** Title 1 Interventionist Specialists **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				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Student Learning
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

School Processes & Programs
Problem Statement 1: Based on feedback from the 22-23 ESF diagnostic, AMS is at a "planning for implementation" level for ESF Lever 5.3: Data-driven instruction.   **Root Cause**: When unpacking standards, teachers view it as a compliance piece versus an instructional tool, which results in Exemplars not being created. Reteach plans are discussed but not written.
Problem Statement 2: Based on the independent audit of the Irving ISD curriculum in Spring 2023, the IISD curriculum audit is viable, but teachers are not utilizing the curriculum with fidelity.   **Root Cause**: School leadership does not effectively hold teachers accountable for utilizing the curriculum and effectively planning for lesson delivery and assessment. School leadership does not effectively review and provide feedback on teachers' lesson plans.
Problem Statement 3: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Perceptions
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Professional Development Implementation

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 33% to 38% by May 2024.

Evaluation Data Sources: 2024 STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: The RLA 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: The RLA teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor. **Staff Responsible for Monitoring:** Principal **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:** Student Learning 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Reading 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: RLA teachers will be able to more effectively identify the learning needs of students by standard to rapidly close achievement gaps. **Staff Responsible for Monitoring:** Principal **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:** Student Learning 2 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: The Reading Language Arts teams will utilize a data meeting protocol to analyze data from assessments (daily formative, comprehensive common/unit, MAP assessments, District Curriculum, and Benchmark) within one week of each assessment's administration.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: RLA 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 **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:** Student Learning 2 - School Processes & Programs 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Administrators will lead the Reading Language Arts team in two exit ticket/demonstration of learning data meetings per grading period using the Bambrick Data Driven Instruction Protocol. These meetings will include the Academic Specialist, Content Interventionists, and Reading teachers.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: RLA 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:** 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 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1 **Funding Sources:** Title 1 Interventionist - 211 - Title I-A - $54,000				

Strategy 5 Details		Reviews			
Strategy 5: The RLA teacher teams will collaborate with Title 1 Intervention Specialists through data meetings to ensure they have prepared rigorous instructional plans for Tier 2 interventions and extensions.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Tier 2 interventions (in class, during PRIDE time intervention/extension block) will be more effective in helping students to close achievement gaps. **Staff Responsible for Monitoring:** Principal **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 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1 **Funding Sources:** Title 1 Intervention Specialist - 211 - Title I-A - $54,000					

Strategy 6 Details		Reviews			
Strategy 6: The RLA teachers and Title 1 Intervention Specialists will utilize Lexia and IXL to monitor student progress regularly and make adjustments to intervention and extension plans as needed.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Tier 2 interventions (in class, during PRIDE time intervention/extension block) will be more effective in helping students to close achievement gaps. **Staff Responsible for Monitoring:** Title 1 Intervention 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 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1 **Funding Sources:** Title 1 Intervention Specialist - 211 - Title I-A - $54,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Student Learning

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Problem Statement 2: Based on 2023 preliminary RLA STAAR data, students across 6-8 struggled to obtain a 6 or higher on the Extended Constructive Response portion.   **Root Cause**: Many students were unfamiliar with how the essay was presented on the STAAR assessment and skipped over it or treated it as a Short Constructed Response.

School Processes & Programs

Problem Statement 1: Based on feedback from the 22-23 ESF diagnostic, AMS is at a "planning for implementation" level for ESF Lever 5.3: Data-driven instruction.   **Root Cause**: When unpacking standards, teachers view it as a compliance piece versus an instructional tool, which results in Exemplars not being created. Reteach plans are discussed but not written.

Problem Statement 2: Based on the independent audit of the Irving ISD curriculum in Spring 2023, the IISD curriculum audit is viable, but teachers are not utilizing the curriculum with fidelity.   **Root Cause**: School leadership does not effectively hold teachers accountable for utilizing the curriculum and effectively planning for lesson delivery and assessment. School leadership does not effectively review and provide feedback on teachers' lesson plans.

Problem Statement 3: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Perceptions

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Professional Development Implementation

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 48% to 53% by May 2024.

    Evaluation Data Sources: 2024 STAAR Data

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.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**July**
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 **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1					

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Math 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:** Assistant Principal **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 3 Details	Reviews			
Strategy 3: The Math administrator will lead the Math team in two exit ticket/demonstration of learning data meetings per grading period using the Bambrick Data Driven Instruction Protocol. These meetings will include the Academic Specialist, Content Interventionists, and Math teachers.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
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:** Assistant Principal and Academic Specialist **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Title 1 Intervention Specialist - 211 - Title I-A - $54,000				

Strategy 4 Details	Reviews			
Strategy 4: The Math teams will utilize a data meeting protocol to analyze data from assessments (daily formative, comprehensive common/unit, MAP assessments, District Curriculum, and Benchmark) within one week of each assessment's administration.	Formative			Summative
	Nov	Feb	Apr	July
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 **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 5 Details	Reviews			
Strategy 5: The Math teacher teams will collaborate with Title 1 Intervention Specialists through data meetings to ensure they have prepared rigorous instructional plans for Tier 2 interventions and extensions.	Formative			Summative
	Nov	Feb	Apr	July
Strategy's Expected Result/Impact: Tier 2 interventions (in class, during intervention/extension block) will be more effective in helping students to close achievement gaps. **Staff Responsible for Monitoring:** Assistant Principal **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1 **Funding Sources:** Title 1 Interventionist - 211 - Title I-A - $54,000				

Strategy 6 Details	Reviews			
Strategy 6: The Math teachers and Title 1 Intervention Specialists will utilize STEMScopes and IXL to monitor student progress regularly and make adjustments to intervention and extension plans as needed.	Formative			Summative
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Tier 2 interventions (in class, during PRIDE time intervention/extension block) will be more effective in helping students to close achievement gaps. **Staff Responsible for Monitoring:** Title 1 Interventionist Specialists **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, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Student Learning
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.
Problem Statement 2: Based on 2023 preliminary RLA STAAR data, students across 6-8 struggled to obtain a 6 or higher on the Extended Constructive Response portion.   **Root Cause**: Many students were unfamiliar with how the essay was presented on the STAAR assessment and skipped over it or treated it as a Short Constructed Response.

School Processes & Programs
Problem Statement 1: Based on feedback from the 22-23 ESF diagnostic, AMS is at a "planning for implementation" level for ESF Lever 5.3: Data-driven instruction.   **Root Cause**: When unpacking standards, teachers view it as a compliance piece versus an instructional tool, which results in Exemplars not being created. Reteach plans are discussed but not written.
Problem Statement 2: Based on the independent audit of the Irving ISD curriculum in Spring 2023, the IISD curriculum audit is viable, but teachers are not utilizing the curriculum with fidelity.   **Root Cause**: School leadership does not effectively hold teachers accountable for utilizing the curriculum and effectively planning for lesson delivery and assessment. School leadership does not effectively review and provide feedback on teachers' lesson plans.
Problem Statement 3: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Perceptions
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Professional Development Implementation

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 27% to 32% by May 2024.

    Evaluation Data Sources: 2024 STAAR Data

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**

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
 	
    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, Lever 5: Effective Instruction
    Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1
 - Professional Development Implementation 1				

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**

Strategy's Expected Result/Impact: Math teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.
    Staff Responsible for Monitoring: Assistant Principal
 	
    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, Lever 5: Effective Instruction
    Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1
 - Professional Development Implementation 1				

Strategy 3 Details	Reviews			
Strategy 3: The Math teams will utilize a data meeting protocol to analyze data from assessments (daily formative, comprehensive common/unit, MAP assessments, District Curriculum, and Benchmark) within one week of each assessment's administration.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
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				

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, Lever 5: Effective Instruction				

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 4 Details	Reviews			
Strategy 4: The Math administrator will lead the Math team in two exit ticket/demonstration of learning data meetings per grading period using the Bambrick Data Driven Instruction Protocol. These meetings will include the Academic Specialist, Content Interventionists, and Math teachers.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
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: 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, Lever 5: Effective Instruction				

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: The Math teacher teams will collaborate with Title 1 Intervention Specialists through data meetings to ensure they have prepared rigorous instructional plans for Tier 2 interventions and extensions.	**Nov**	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Tier 2 interventions (in class, during intervention/extension block) will be more effective in helping students to close achievement gaps. **Staff Responsible for Monitoring:** Assistant Principal **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: The Math teachers and Title 1 Intervention Specialists will utilize STEMScopes and IXL to monitor student progress regularly and make adjustments to intervention and extension plans as needed.	**Nov**	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Tier 2 interventions (in class, during intervention/extension block) will be more effective in helping students to close achievement gaps. **Staff Responsible for Monitoring:** Title 1 Interventionist Specialists **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Student Learning

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Problem Statement 2: Based on 2023 preliminary RLA STAAR data, students across 6-8 struggled to obtain a 6 or higher on the Extended Constructive Response portion. **Root Cause**: Many students were unfamiliar with how the essay was presented on the STAAR assessment and skipped over it or treated it as a Short Constructed Response.

School Processes & Programs

Problem Statement 1: Based on feedback from the 22-23 ESF diagnostic, AMS is at a "planning for implementation" level for ESF Lever 5.3: Data-driven instruction. **Root Cause**: When unpacking standards, teachers view it as a compliance piece versus an instructional tool, which results in Exemplars not being created. Reteach plans are discussed but not written.

Problem Statement 2: Based on the independent audit of the Irving ISD curriculum in Spring 2023, the IISD curriculum audit is viable, but teachers are not utilizing the curriculum with fidelity. **Root Cause**: School leadership does not effectively hold teachers accountable for utilizing the curriculum and effectively planning for lesson delivery and assessment. School leadership does not effectively review and provide feedback on teachers' lesson plans.

Problem Statement 3: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Perceptions

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Professional Development Implementation

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: Increase the percentage of students who score at MEETS or above on the Algebra 1 End of Course Assessment from 81% to 86% by May 2024.

 Evaluation Data Sources: 2024 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: The Math administrator and Academic Specialist will work with the Algebra teacher in two exit ticket/ demonstration of learning data meetings per grading period using the Bambrick Data Driven Instruction Protocol. Strategy's Expected Result/Impact: The Algebra teacher will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Assistant Principal and Academic Specialist **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 2 Details	Reviews			
Strategy 2: The Algebra teacher will use information from data meetings to ensure they have prepared rigorous instructional plans for Tier 2 interventions and extensions.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Tier 2 interventions (in class, during intervention/extension block) will be more effective in helping students to close achievement gaps. **Staff Responsible for Monitoring:** Assistant Principal **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 3 Details	Reviews			
Strategy 3: The Algebra teacher will a progress monitoring tools, including IXL, to monitor student progress regularly and adjust intervention and extension plans as needed.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Tier 2 interventions (in class, during intervention/extension block) will be more effective in helping students to close achievement gaps. **Staff Responsible for Monitoring:** Title 1 Interventionist Specialists **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Student Learning
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.
Problem Statement 2: Based on 2023 preliminary RLA STAAR data, students across 6-8 struggled to obtain a 6 or higher on the Extended Constructive Response portion.   **Root Cause**: Many students were unfamiliar with how the essay was presented on the STAAR assessment and skipped over it or treated it as a Short Constructed Response.

School Processes & Programs
Problem Statement 1: Based on feedback from the 22-23 ESF diagnostic, AMS is at a "planning for implementation" level for ESF Lever 5.3: Data-driven instruction.   **Root Cause**: When unpacking standards, teachers view it as a compliance piece versus an instructional tool, which results in Exemplars not being created. Reteach plans are discussed but not written.
Problem Statement 2: Based on the independent audit of the Irving ISD curriculum in Spring 2023, the IISD curriculum audit is viable, but teachers are not utilizing the curriculum with fidelity.   **Root Cause**: School leadership does not effectively hold teachers accountable for utilizing the curriculum and effectively planning for lesson delivery and assessment. School leadership does not effectively review and provide feedback on teachers' lesson plans.
Problem Statement 3: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Perceptions
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Professional Development Implementation
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Increase Parent Education and Community Engagement strategies to the Diamond Level metric on the Parent Seal of Excellence.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: Campus instructional leaders will meet regularly to track and review student data and provide evidence-based feedback to teachers. By May 2024, with the support of the Leadership team, 100% of Core Teams (Math, RLA, Social Studies, Science) will use the PLC protocols (meeting agendas, unit internalization protocols, instructional planning calendars, lesson plans, and data-driven instruction protocols) to develop and maintain teachers' instructional planning practices. The products of this work, located in the Lamar PLC at Work Google Shared Folder, will be updated each week.

Evaluation Data Sources: Instructional planning calendars, PLC Agendas, Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leaders will help teachers develop their practice by reviewing and providing weekly feedback on collaborative team planning protocols (meeting agendas, unit internalization protocols, instructional planning calendars, and data-driven instruction protocols)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Principals and Academic Specialists **Staff Responsible for Monitoring:** Principals and Academic Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
Strategy 2: Campus instructional leaders will help teachers develop their practice by reviewing and providing weekly feedback on lesson plans.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Teachers' efficacy in using the curriculum to prepare rigorous lesson plans will improve their instructional practice and ability to help each student meet achievement expectations. **Staff Responsible for Monitoring:** Principals and Academic Specialists **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				

Strategy 3 Details	Reviews			
Strategy 3: Campus instructional leaders will help teachers develop their practice by reviewing and providing weekly feedback on disaggregated data on students' academic progress.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Teachers' efficacy in analyzing data and responding to data analysis with rigorous intervention and extension plans will improve their instructional practice and ability to help each student meet achievement expectations. **Staff Responsible for Monitoring:** Principals and Academic Specialists **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, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 2, 3 - Perceptions 1 - Professional Development Implementation 1				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Student Learning
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

School Processes & Programs
Problem Statement 2: Based on the independent audit of the Irving ISD curriculum in Spring 2023, the IISD curriculum audit is viable, but teachers are not utilizing the curriculum with fidelity.   **Root Cause**: School leadership does not effectively hold teachers accountable for utilizing the curriculum and effectively planning for lesson delivery and assessment. School leadership does not effectively review and provide feedback on teachers' lesson plans.
Problem Statement 3: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Perceptions
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Professional Development Implementation

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 2: By May 2024, with the support of the Campus Instructional Coaching Team (Principal, Assistant Principal, Administrative Liaison, Academic Specialist, Digital Learning Coach, and Emerging Bilingual Instructional Coach), core teachers will improve their instructional practice by showing evidence of growth on the Bambrick Get Better Faster Scope and Sequence.

Evaluation Data Sources: Walkthrough data and student assessments showing student mastery.

Strategy 1 Details	Reviews			
Strategy 1: 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 (the Principal, Assistants Principal, Administrative Liaison, and Academic Specialist will coach three teachers each, and the Digital Learning Coach and Emerging Bilingual coach will coach 1-2 teachers each).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Core teachers will increase their effectiveness as measured by the Bambrick Get better Faster Scope and Sequence. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 2 Details		Reviews		
Strategy 2: The Campus Instructional Coaching Team will use the Bambrick Coaching Model for coaching teachers.		**Formative**		**Summative**
Strategy's Expected Result/Impact: STAAR core teachers will increase their effectiveness as measured by the Bambrick Get Better Faster Scope and Sequence.	**Nov**	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1 - Professional Development Implementation 1				

Strategy 3 Details		Reviews		
Strategy 3: The Campus Instructional Coaching 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.		**Formative**		**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Teachers' effectiveness as measured by the Bambrick Get Better Faster Scope and Sequence will improve. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Student Learning

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Problem Statement 2: Based on 2023 preliminary RLA STAAR data, students across 6-8 struggled to obtain a 6 or higher on the Extended Constructive Response portion.   **Root Cause**: Many students were unfamiliar with how the essay was presented on the STAAR assessment and skipped over it or treated it as a Short Constructed Response.

School Processes & Programs

Problem Statement 1: Based on feedback from the 22-23 ESF diagnostic, AMS is at a "planning for implementation" level for ESF Lever 5.3: Data-driven instruction.   **Root Cause**: When unpacking standards, teachers view it as a compliance piece versus an instructional tool, which results in Exemplars not being created. Reteach plans are discussed but not written.

Problem Statement 2: Based on the independent audit of the Irving ISD curriculum in Spring 2023, the IISD curriculum audit is viable, but teachers are not utilizing the curriculum with fidelity.   **Root Cause**: School leadership does not effectively hold teachers accountable for utilizing the curriculum and effectively planning for lesson delivery and assessment. School leadership does not effectively review and provide feedback on teachers' lesson plans.

Problem Statement 3: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Perceptions

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Professional Development Implementation

Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 3: The Campus Instructional Leaders will support teachers in developing their strategies to make positive connections with students, resulting in the student Attendance Rate increasing from 94% in 2022 - 2023 to 97% in 2023-2024.

> **Evaluation Data Sources:** Classroom Observation feedback tracked in Eduphoria and the Student 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
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:** Principals and Academic Specialist **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 3: Positive School Culture				

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
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:** Principals and Academic Specialists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
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:** Principals and Academic Specialist **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 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1 - Professional Development Implementation 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

Student Learning
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level. **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.
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School Processes & Programs
Problem Statement 1: Based on feedback from the 22-23 ESF diagnostic, AMS is at a "planning for implementation" level for ESF Lever 5.3: Data-driven instruction. **Root Cause**: When unpacking standards, teachers view it as a compliance piece versus an instructional tool, which results in Exemplars not being created. Reteach plans are discussed but not written.
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Professional Development Implementation
Problem Statement 1: Based on Reading MAP data, we are failing to move students from the Did Not Meet to Approaches performance level and Approaches to Meets performance level.   **Root Cause**: Many students still have large skill gaps due to low Lexile level which means our intervention efforts need to be sharply focused.

State Compensatory

Budget for Austin Middle School

Total SCE Funds: $17,225.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

SCE funds are utilized to support students in math. Funds were used to purchase IXL technology program. Students will use this program as a supplement to the math curriculum. The SCE budget is used to provide Professional Development for staff to increase student achievement . The budget will also be used to provide additional supplies to enrichment student learning. SCE funds are also being utilized to provide academic tutoring support to student before and after school.

Title I

1.1: Comprehensive Needs Assessment

The team met on a number of dates throughout the school year to discuss the campus needs assessment. During the meetings, the team reviewed campus data successes and challenges. Participants included in the meeting were the principal, administrators, interventionist, and teachers. Multiple data sources were utilized as data. All documents in the campus needs assessment are located in this plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

This plan was developed with input from parents, community members, and teachers. These individuals are key stakeholders that will carry out the plan.

2.2: Regular monitoring and revision

The CIP will be regularly monitored at the following intervals:

- End of October
- End of December
- End of February
- End of April

Planning for the CIP will remain in effect for the duration of the school's participation in the Title I program. The plan and its implementation are regularly monitored and revised as necessary based on student needs to insure all students are provided opportunities to meet the state academic standards.

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

This plan will be translated into another language as needed.

2.4: Opportunities for all children to meet State standards

All teachers provide tutorials for students at a minimum of 2 times per week.

Interventionists provide extra support in reading and math using push-in and pull-out small group support.

The master schedule also provides an intervention period to address Tier 2 and Tier 3 instruction.

Students new to the country are provided additional support through the sheltered English classroom.

2.5: Increased learning time and well-rounded education

All teachers provide tutorials for students at a minimum of 2 times per week.

Students have the opportunity to engage in the following electives:

- AVID
- Athletics including Kick Start Karate
- Fine Arts that include Art, Band, Orchestra, Choir, Theater Arts, Yearbook
- CTE courses

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

Students can receive counseling in small group settings as well large group settings to address their social and emotional needs. The Dean of students works with students who may have relational issues or behavioral issues. The campus MTSS team supports students in academics, behavior and social emotional learning.

Staff receives professional development through their PLCs every six weeks that address behavior management.

3.1: Annually evaluate the schoolwide plan

Based on achievement data in certain areas, specific strategies in plan were created to meet the needs of the students.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

The following meetings are planned for parent involvement:

- Bronco University
- Cultural Family Night
- Open House
- Bronco Book Night
- AVID Family Night
- GT Parent-Student Night
- Bronco Math Night

Title I Personnel

Name	Position	Program	FTE
Liliana Middlebrooks	Interventionist		1
Meagan Finchum	Interventionist		1
Tonya Gatlin	Interventionist		1
Vacant	Parent Liaison		1

Campus Funding Summary

			211 - Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Title 2 Intervention Specialist (Reading)		$54,000.00
1	1	5	Title 1 Intervention Specialist		$54,000.00
1	2	4	Title 1 Interventionist		$54,000.00
1	2	5	Title 1 Intervention Specialist		$54,000.00
1	2	6	Title 1 Intervention Specialist		$54,000.00
1	3	3	Title 1 Intervention Specialist		$54,000.00
1	3	5	Title 1 Interventionist		$54,000.00
				Sub-Total	$378,000.00