

Irving Independent School District
Houston Middle School
2021-2022 Campus Improvement Plan



Mission Statement

"Our mission is AVID Culture and College Readiness by developing lifelong learners who are responsible, respectful, positive contributing members in our society by working with students, families, and the community."

Vision

Sam Houston Middle School Staff will provide differentiated instruction so that all students reach their full academic, social and emotional potential and are prepared for the rigors of high school and post secondary education.

Value Statement

AVID Culture, College Readiness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Indicator	Number	Percentage
African American	375	40
American Indian/Alaskan Native	12	1
Asian	46	5
Hispanic	421	45
Native Hawaiian/Pacific Islander	0	0
Two or More	17	2
White	55	6
Female	426	46
Male	500	54
GT	130	14
SpEd	85	9
LEP	246	27
504	84	9
Eco. Dis.	926	100

Demographics Strengths

Our demographic strength is our diversity. The diversity brings enrichment, perspectives, and understanding that is often lacking in more homogeneous schools.

Student Achievement

Student Achievement Summary

*Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 and 2021 accountability ratings.

In 2018-2019, Sam Houston's overall accountability rating was a B with a scaled score of 84 in three indexes - Student Achievement (76), Student Progress (85), and Closing the Gap (82).

State Accountability Passing Percentage and Masters:

Subject	Passing Percentage	Masters
Math	80%	18%
Reading	70%	18%
Writing	65%	13%
Science	85%	23%
Social Studies	61%	15%

In 2020-2021, Sam Houston's State Accountability Passing Percentage and Masters:

Subject	Approaches	Meets	Masters
Math	55	21	7
Reading	59	32	13
Writing	58	25	5
Science	66	36	15
Social Studies	39	16	8

Student Achievement Strengths

*Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 and 2021 accountability ratings.

In 2018-2019 Sam Houston received 3 Distinction Designations in the following areas:

- * ELAR
- * Academic Growth
- * Closing the Gaps

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Sam Houston Middle School experienced a drop in achievement scores for all students in all contents. **Root Cause:** COVID-19: Lack of attendance, Remote vs. In-Person Instruction, External factors that were out of our control.

School Culture and Climate

School Culture and Climate Summary

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 Statement

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

Value Statement

AVID Culture, College Readiness

School Culture and Climate Strengths

Sam Houston Middle School has created a culture that focuses on college readiness through the AVID program and strategies that have been implemented school wide. We are currently an AVID National Demonstration School and AVID Schoolwide Site of Distinction. Students frequently discuss college choices and programs with adults in the building.

Parental participation in athletic events such as football, volleyball, basketball, and soccer games.

Our Fine Arts programs are extremely successful and gather a significantly large number of parent and community involvement. Our Treble Choir was recognized and invited to perform at the 2021 TMEA Conference.

Our commitment to collaboration promotes an effective PLC culture amongst our teachers and staff. Teachers maintain a growth mindset as we traverse distance learning by building lessons together and furthering their knowledge to ensure we are reaching all students. The master schedule will allow teachers to PLC with core content areas (Math, Science, Social Studies, and ELAR). Teachers

Relationships with students are strengthened through the Triple M Mentoring program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff retention and quality is a strength of Sam Houston Middle School. Sam Houston currently has 76 professional staff members and 17 paraprofessional staff members. The administrative team consists of four returning members. Our staff contains several master and veteran teachers that can serve and assist new teachers as well as an academic specialist, math interventionist, reading interventionist, and a digital learning coach that assist teachers. All Sam Houston Middle School staff members are highly qualified.

Staff Quality, Recruitment, and Retention Strengths

Sam Houston currently has 17 new teachers and staff members. The campus has a strong mentoring program for new teachers that pairs them with a master teacher that compliments their personality and learning style. The district's new teacher mentoring program, ConnectED is supported by select staff members. They meet regularly to discuss best practices.

Several master teachers have left Sam Houston due to promotions both within the district and outside the district.

The administrative team focuses on recruiting and hiring a diverse population of teachers with experience and energy needed to ensure the success of our students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Using the district curriculum, Sam Houston utilizes the backwards instructional design model. Collaborative teacher teams consistently create and use common assessments in Edugence, as well as conduct data dive meetings each week to discuss data from all assessments (common assessments, MAP, STAAR, AIL etc.). Teachers identify and meet the needs of the students in their classrooms, and utilize small group instruction on a consistent basis to facilitate the process. State assessment results have been consistent for the last four years. Increased rigor of instruction using aggressive monitoring during instruction, DOK 2 and 3 checks for understanding are being utilized to move the campus forward academically.

Houston is focusing on a continued culture of AVID learning and instruction strategies for all students. All teachers are familiar with WICOR and Focused Notes because of the presence of AVID on this campus. This year all staff will continue to incorporate these strategies on a daily basis and are participating in ongoing AVID PD through PLCs and faculty meetings.

Curriculum, Instruction, and Assessment Strengths

- * Effective collaboration is observed among the teams.
- * Teachers are aware of their TEKS.
- * Teachers follow district curriculum.
- * Teachers use a backwards instructional design model, which includes utilizing common assessments.
- * PLC teams are vertically aligned.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community engagement continues to be a work in progress. We have shown consistent growth each year in increasing parent and community engagement. Our Parent Liaison informs parents of the resources that are available for them to utilize at the school campus and within the district. Our goal is to have a higher percentage of parental online involvement than in previous years. The Lunch Buddy Mentoring Program will continue at our campus and we are in the process of signing up parent and community volunteers. We are planning several informational workshops to assist parents based on their needs. We also have a campus newsletter which is published once each six weeks to inform parents and the community of the academic strides we are making on our campus.

Parent and Community Engagement Strengths

- * Sam Houston Middle School maintains numerous community partnerships that provide mentorship, resources, and support for our campus.
- * We host a Fall Festival annually that invites the Sam Houston campus and community to visit our campus.
- * Preview Night is held each spring to showcase classes, programs, and community resources available at Sam Houston Middle School.

School Context and Organization

School Context and Organization Summary

The ability of our campus to become more functional and agile reflects a desire at all levels of the organization to become more responsive to the needs of all students. Our campus has implemented alignment of all planning time to ensure teachers have an opportunity to vertically and horizontally plan together. Our campus has implemented a Collegiate Academy period for students to engage in different academic activities, SEL, and guidance lessons that promote academic growth. Due to COVID-19 we are working on modifying the Collegiate Academy.

School Context and Organization Strengths

Continued development of campus/district processes

Continued efforts for energy efficiency

Experienced teachers in every department

District level instructional and content support

Goals are aligned with the district.

PBIS/CKH

AVID National Demonstration School

Technology

Technology Summary

The staff and students at Sam Houston Middle School embraces the use of technology in the classroom and at home. As a Verizon Innovative Learning School, teachers and students are 1:1 iPad users. Teachers understand that technology is an integral part of the student learning environment as it is present in their daily lives. Teachers are learning more and more how to use their iPads and technology as a learning tool.

All teachers on campus have created digital classrooms either through Canvas, Google Classroom, and One Note. Teachers are also given routine tech instruction during PLCs while students get ongoing digital citizenship and technology updates through weekly advisory lessons. Students get to demonstrate their mastery of creation and technology integration, not only through class assignments and digital note-taking, but also during enrichment, the district's ICreate competition, and robotics competitions held throughout the year.

Technology Strengths

- * CTE classes are provided for 7th and 8th graders.
- * All content and elective teachers incorporate technology to create digital classrooms.
- * Campus-led PD by DLC throughout the year for technology integration via PLC and faculty meetings.
- * L2I classes provided technology instruction for teachers at the beginning of the school year.
- * Sam Houston Middle School provides a robotics club that participates in multiple competitions throughout the year.
- * Content teachers use apps like PADLET, goFormative, Canvas, Edugence, and Google Quiz for assessments and continuous feedback.
- * Math teachers use Dream Box, Digits, and Khan Academy, Prodigy, etc. as a digital resource to enhance learning.
- * Communication tools like the campus website, Peach Jar, Twitter, and Voxer are used to communicate with students, staff, and parents.
- * The staff technology website has been created to provide technology updates and how-to videos created by students and staff tech teams.

Priority Problem Statements

Problem Statement 1: Sam Houston Middle School experienced a drop in achievement scores for all students in all contents.

Root Cause 1: COVID-19: Lack of attendance, Remote vs. In-Person Instruction, External factors that were out of our control.

Problem Statement 1 Areas: Student Achievement

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations

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
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024





Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 42% to 51% by May 2022.

Increase the percentage of Economically Disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 42% to 51% by May 2022.

Evaluation Data Sources: MAP scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Align PLC by content. The DLC, Math Interventionist, Reading Interventionist, and Academic Specialist will provide additional instructional support by aligning assessments across curriculum for student needs.</p> <p>Strategy's Expected Result/Impact: PLCs will have a concise calendar/agenda</p> <p>Staff Responsible for Monitoring: Academic Special, DLC, Math Interventionist, Reading Interventionist, Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will supply two District Common Assessments (DCA) through Edugence to allow for comparative common assessments that are aligned with the STAAR and District Curriculum. The school will have periodic common assessments aligned with the same standards and objectives.</p> <p>Strategy's Expected Result/Impact: 100% completion of all unit assessments input into Edugence</p> <p>Staff Responsible for Monitoring: Academic Specialist, Language Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will disaggregate STAAR, MAP, and Edugence data to determine focus objectives that need to be addressed to meet student needs.</p> <p>Strategy's Expected Result/Impact: 6 weeks meeting with administrator to review teachers targeted instructional plans.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Reading Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop systematic approach to identifying and intervening with all students. Interventions are strategic and targeted for individual students. The system needs to ensure all know our students, their eligibility, and their accommodations.</p> <p>Strategy's Expected Result/Impact: Economically Disadvantaged students improving on district assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Administrator, Academic Specialist, Reading Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Establish a Collegiate Academy to focus on standards and skills that were not mastered in all core subjects.</p> <p>Strategy's Expected Result/Impact: A reduction of the number of students who fail consecutive grading periods in the same subject on the STAAR test</p> <p>Staff Responsible for Monitoring: Department Chairs, Administrators, DLC, Academic Specialist, Reading Interventionist, Math Interventionist,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: The Administrative Team will perform at least 15 focused walk-throughs weekly targeting lesson alignment, student engagement, DOK 2 and 3 level questions, checks for understanding and Tier 1 instructional strategies with emphasis on those strategies that support our specialized learning groups. (TODAY Lesson Plan Model, Demonstration of Learning, Structured Conversations)</p> <p>Strategy's Expected Result/Impact: Administration documentation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Formative			Summative
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Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 32% to 37% by May 2022. Increase the percentage of Special Education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 10% to 15% by May 2022.

Evaluation Data Sources: Common assessments, MAP data, benchmark scores, and STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Align PLC by content. The DLC, Math Interventionist, Reading Interventionist, and Academic Specialist will provide additional instructional support by aligning assessments across curriculum for student needs.</p> <p>Strategy's Expected Result/Impact: PLCs will have a concise calendar/agenda</p> <p>Staff Responsible for Monitoring: Academic Special, DLC, Math Interventionist, Reading Interventionist, Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will supply two District Common Assessments (DCA) through Edugence to allow for comparative common assessments that are aligned with the STAAR and District Curriculum. The school will have periodic common assessments aligned with the same standards and objectives.</p> <p>Strategy's Expected Result/Impact: 100% completion of all unit assessments input into Edugence</p> <p>Staff Responsible for Monitoring: Academic Specialist, Language Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will disaggregate STAAR, MAP, and Edugence data to determine focus objectives that need to be addressed to meet student needs.</p> <p>Strategy's Expected Result/Impact: 6 weeks meeting with administrator to review teachers targeted instructional plans.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Reading Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Develop systematic approach to identifying and intervening with all students. Interventions are strategic and targeted for individual students. The system needs to ensure all know our students, their eligibility, and their accommodations.</p> <p>Strategy's Expected Result/Impact: Economically Disadvantaged students improving on district assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Administrator, Academic Specialist, Reading Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Establish a Collegiate Academy to focus on standards and skills that were not mastered in all core subjects.</p> <p>Strategy's Expected Result/Impact: A reduction of the number of students who fail consecutive grading periods in the same subject on the STAAR test</p> <p>Staff Responsible for Monitoring: Department Chairs, Administrators, DLC, Academic Specialist, Reading Interventionist, Math Interventionist,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: Students will demonstrate evidence of academic vocabulary acquisition through complete sentence structure writing of CER's and verbal communication.</p> <p>Strategy's Expected Result/Impact: Increase in students' assessments scores due to vocabulary acquisition.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Language Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The Administrative Team will perform at least 15 focused walk-throughs weekly targeting lesson alignment, student engagement, DOK 2 and 3 level questions, checks for understanding and Tier 1 instructional strategies with emphasis on those strategies that support our specialized learning groups. (TODAY Lesson Plan Model, Demonstration of Learning, Structured Conversations)</p> <p>Strategy's Expected Result/Impact: Administration documentation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Formative			Summative
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Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024





Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 56% to 64% by May 2022.

Increase the percentage of Special Education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 36% to 42% by May 2022.

Evaluation Data Sources: MAP scores

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Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024





Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Alg 1 from 21% to 30% by May 2022.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 18% to 25% by May 2022.

Evaluation Data Sources: Common assessments, MAP data, benchmark scores, and STAAR results

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	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will disaggregate STAAR, MAP, and Edugence data to determine focus objectives that need to be addressed to meet student needs.</p> <p>Strategy's Expected Result/Impact: 6 weeks meeting with administrator to review teachers targeted instructional plans.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Reading Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop systematic approach to identifying and intervening with all students. Interventions are strategic and targeted for individual students. The system needs to ensure all know our students, their eligibility, and their accommodations.</p> <p>Strategy's Expected Result/Impact: Economically Disadvantaged students improving on district assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Administrator, Academic Specialist, Reading Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Establish a Collegiate Academy to focus on standards and skills that were not mastered in all core subjects.</p> <p>Strategy's Expected Result/Impact: A reduction of the number of students who fail consecutive grading periods in the same subject on the STAAR test</p> <p>Staff Responsible for Monitoring: Department Chairs, Administrators, DLC, Academic Specialist, Reading Interventionist, Math Interventionist,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Students will demonstrate evidence of academic vocabulary acquisition through complete sentence structure writing of CER's and verbal communication.</p> <p>Strategy's Expected Result/Impact: Increase in students' assessments scores due to vocabulary acquisition.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Language Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: The Administrative Team will perform at least 15 focused walk-throughs weekly targeting lesson alignment, student engagement, DOK 2 and 3 level questions, checks for understanding and Tier 1 instructional strategies with emphasis on those strategies that support our specialized learning groups. (TODAY Lesson Plan Model, Demonstration of Learning, Structured Conversations)</p> <p>Strategy's Expected Result/Impact: Administration documentation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 1: Increase the percentage of students who score at meets or above in Algebra 1 from 49% to 55% by May 2022.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 38% to 45% by May 2022.

Evaluation Data Sources: Common assessments, MAP data, benchmark scores, and STAAR results





Strategy 1 Details	Reviews			
<p>Strategy 1: Align PLC by content. The DLC, Math Interventionist, Reading Interventionist, and Academic Specialist will provide additional instructional support by aligning assessments across curriculum for student needs.</p> <p>Strategy's Expected Result/Impact: PLCs will have a concise calendar/agenda</p> <p>Staff Responsible for Monitoring: Academic Special, DLC, Math Interventionist, Reading Interventionist, Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will supply two District Common Assessments (DCA) through Edugence to allow for comparative common assessments that are aligned with the STAAR and District Curriculum. The school will have periodic common assessments aligned with the same standards and objectives.</p> <p>Strategy's Expected Result/Impact: 100% completion of all unit assessments input into Edugence</p> <p>Staff Responsible for Monitoring: Academic Specialist, Language Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will disaggregate STAAR, MAP, and Edugence data to determine focus objectives that need to be addressed to meet student needs.</p> <p>Strategy's Expected Result/Impact: 6 weeks meeting with administrator to review teachers targeted instructional plans.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Reading Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop systematic approach to identifying and intervening with all students. Interventions are strategic and targeted for individual students. The system needs to ensure all know our students, their eligibility, and their accommodations.</p> <p>Strategy's Expected Result/Impact: Economically Disadvantaged students improving on district assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Administrator, Academic Specialist, Reading Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Establish a Collegiate Academy to focus on standards and skills that were not mastered in all core subjects.</p> <p>Strategy's Expected Result/Impact: A reduction of the number of students who fail consecutive grading periods in the same subject on the STAAR test</p> <p>Staff Responsible for Monitoring: Department Chairs, Administrators, DLC, Academic Specialist, Reading Interventionist, Math Interventionist,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Students will demonstrate evidence of academic vocabulary acquisition through complete sentence structure writing of CER's and verbal communication.</p> <p>Strategy's Expected Result/Impact: Increase in students' assessments scores due to vocabulary acquisition.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Language Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The Administrative Team will perform at least 15 focused walk-throughs weekly targeting lesson alignment, student engagement, DOK 2 and 3 level questions, checks for understanding and Tier 1 instructional strategies with emphasis on those strategies that support our specialized learning groups. (TODAY Lesson Plan Model, Demonstration of Learning, Structured Conversations)</p> <p>Strategy's Expected Result/Impact: Administration documentation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Initiate parent volunteer program





Evaluation Data Sources: Monthly volunteer records

Strategy 1 Details	Reviews			
Strategy 1: 1) Communicate volunteer opportunities and volunteer hours to campus, administration, and community Strategy's Expected Result/Impact: Products and documentation of communication effort Staff Responsible for Monitoring: Parent liaison, Administrators Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 2) Establish at least 5-10 volunteers that become the core group and develop four events through the year in which we invite them to volunteer. Strategy's Expected Result/Impact: List of volunteers and calendar of at least four events Staff Responsible for Monitoring: Parent liaison Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 2: Execute all scheduled parent education classes.





Evaluation Data Sources: Parent education calendar and attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop comprehensive list of parent education opportunities including those at other campuses with the Houston cluster.</p> <p>Strategy's Expected Result/Impact: Schedule of classes</p> <p>Staff Responsible for Monitoring: Dean of Students, Administrator, Parent Liaison, Counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 3: Increase parent attendance to all Family Night events by 10%

Evaluation Data Sources: Family night sign in rosters

Strategy 1 Details	Reviews			
<p>Strategy 1: Create year long Family Night calendar for better communication and coordination of efforts. Strategy's Expected Result/Impact: Family Night calendar Staff Responsible for Monitoring: Administrator; Department Chairs Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Execute all family nights to meet district requirements. Such events include: Back to School Night, AVID Fall Festival, ELAR and Social Studies Night, Open House, Math and Science Extravaganza, Fine Arts Events, etc. Strategy's Expected Result/Impact: Sign in sheets and communication calendar Staff Responsible for Monitoring: Dean of Students, Administrator, Parent Liaison, Counselors Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Family Night activities - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize and develop Title I Parent Liaison position to help reach Goal 4 objectives. Strategy's Expected Result/Impact: Job evaluation and parent attendance numbers Staff Responsible for Monitoring: Administrator Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Parent/Community building - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	2	Family Night activities		\$0.00
4	3	3	Parent/Community building		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums