

**Irving Independent School District**  
**Houston Middle School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

## Value Statement

AVID Culture, College Readiness

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Sam Houston Middle School's student body for the 2022-2023 school year is comprised of 842 students. This is an decrease of 84 students from the 21-22 school year. We have seen little changes in our demographic breakdown over the years. Our student population is composed of the following student groups.

	<u>Number</u>	<u>Percentage</u>
African American	342	41%
American Indian/Alaskan Native	10	1%
Asian	33	4%
Hispanic	402	48%
Native Hawaiian/Pacific Islander	0	0%
Two or More	14	2%
White	41	5%
Female	378	45%
Male	464	55%

### Other Campus Demographics:

Economically Disadvantaged= 93.3%

Special Education= 10.42%

504 Students= 7.66%

Gifted/Talented= 10.18%

At-Risk= 53.29%

### **Demographics Strengths**

Our demographic strength is our diversity. The diversity brings enrichment, perspectives, and understanding that is often lacking in more homogeneous schools. Sam Houston Middle School believes in leveraging its Hispanic, African American, and Economically Disadvantaged population by placing an emphasis on building connections with our parents, community and partners in education. This is evident in our commitment to community outreach events such as Fall Festival, Winter Festival and parent information nights throughout the year. Recognizing our needs of our economically disadvantaged families, we provide free breakfast and lunch, school supplies and uniforms to ensure equity for all.

Sam Houston Middle School provides attendance incentives every six weeks to help promote the importance of daily attendance.

Sam Houston Middle School is a Nationally recognized AVID National Demonstration School. We pride ourselves on exposing students and providing awareness to all things college readiness, career, and beyond.

Sam Houston Middle School provides support for students at-risk via tutoring, enrichment activities, support programs, parent involvement activities and events such as Meet the Teacher Night, Awards Ceremonies, Fall Festival, and Winter Festival.

Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners.

Sam Houston Middle School met 6 out of 20 student group targets represented in Reading only. (African American, Hispanic, Economically Disadvantaged, Emergent Bilingual (EB) / English Learners (EL), Receiving Special Education Services, and Continuously Enrolled)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our Caucasian and Asian students in math and reading are not performing at the same level as the rest of the student groups for meeting STAAR performance. **Root Cause:** Teachers lack a strong foundation in differentiated instructional practices that reinforce tier 1 instruction.

# Student Learning

## Student Learning Summary

In the 2021-2022 school year, Sam Houston Middle School earned an overall "C" rating (78%) from the Texas Education Agency.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	820	821	289	264	2,194	
Approaches GL or Above	558	450	227	135	1,370	62%
Meets GL or Above	347	214	135	38	734	33%
Masters GL	175	80	53	19	327	15%
Total Percentage Points						110%
Component Score						37

In the 2020-2021 school year, Sam Houston Middle School was Not Rated by the Texas Education Agency. \* Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	821	822	255	332	280	2,510	
Approaches GL or Above	485	455	147	219	108	1,414	56%
Meets GL or Above	266	175	64	121	44	670	27%
Masters GL	109	60	13	51	22	255	10%
Total Percentage Points						-	93%
Component Score						-	31

## Student Learning Strengths

We increased our scores by 5-10 points for Approaches/Meets/Masters last year.

Sam Houston Middle School strongly believes in growth and improvement for ALL and has shifted our focus towards increasing our meets and masters percentages for this upcoming school year. We are looking forward to growing even more students this school year. In 2020-2021 school year we implemented and added a zero hour "Collegiate Academy" to our daily schedule to meet the needs of all students during the school day by providing intervention, enrichment, and extensions to students in math and reading. This year we plan to be more intentional with Collegiate Academy and implement interventions in our double blocked math and reading courses.

Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners.

In 2021-2022 Sam Houston Middle School received 3 Distinction Designations in the following areas:

- \* Math
- \* Science
- \* Post Secondary Readiness

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners. **Root Cause:** Our campus did not have a formalized system and process to maximize the growth of our EL's/Emergent Bilingual students.

## **School Processes & Programs**

### **School Processes & Programs Summary**

IISD has a district made curriculum in all subject areas. Teachers from ELAR, Math, Science and Social Studies have the ability to review and make any necessary campus customizations through collaborative team times built into the master schedule. A framework will be in place from Monday-Friday to maximize this allotted time with the expectation of having high-effective Teir 1 instruction as the major end product. Tuesdays and Thursday are planning days. This time is built into the campus Master Schedule so teachers have time to participate in structured instructional planning time. Fridays will be utilized as Flex Days for learning and planning to offer learning opportunities and to provide any additional assistance with campus initiatives.

Sam houston Middle School utilizes the PLC model and district curriculum as a blueprint to plan and deliver instruction to students. Teachers identify essential standards, and they develop a team consensus of mastery of the essential 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 the standards the students were not as successful on.

Sam Houston Middle School is a Nationally recognized AVID National Demonstration School. We pride ourselves on exposing students and providing awareness to all things college readiness, career, and beyond.

Sam Houston Middle School provides support for students at-risk via tutoring, enrichment activities, support programs, parent involvement activities and events such as Meet the Teacher Night, Awards Ceremonies, Fall Festival, and Winter Festival.

### **School Processes & Programs Strengths**

Teams are effectively led through the process of evalauting the district curriculum to make the necessary adjustments for our students at Sam Houston Middle School. As we continue to build our staff's knowledge base of the curriculum we are able to deliver stronger Tier 1 instructon. Our goal moving forward is to now link it to the common formative assessments/exit tickets to be more preventative and less reactive when our students do not master after initial Tier 1 instruction.

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



**Problem Statement 1 (Prioritized):** There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.

# Perceptions

## Perceptions Summary

At Sam Houston Middle School, students and visitors are welcomed to campus by a friendly front office staff that seeks to swiftly assist with visitors' needs. Additionally, Sam Houston Middle School has a Parent Center that is staffed with a Parent Liaison full-time. The Parent Liaison provides learning opportunities and volunteer opportunities on campus. All students are welcomed daily by campus staff and provided breakfast and lunch free of charge. Sam Houston Middle Schools will continue to focus on increased family and community involvement by offering opportunities throughout the year for parents and community members to participate on campus and in the educational process. The following events will be offered through our campus in an effort to unite all community stakeholders through a variety of instructional and family oriented learning opportunities:

- Parent Education Workshops
- All Pro Dad Meetings
- Campus Open House Nights
- Parent Conference Nights
- Athletic events
- Band, Orchestra, Mariachi, and Choir Concerts

Staff turnover was higher compared to previous years. The amount of new hires for the 2022-2023 school year was almost double the amount for the 2021-2022 school year.

## Perceptions Strengths

When we have events that are well marketed and/or addresses a parent need, we have strong attendance and feedback. Temperature check shows that most students feel safe, welcomed and respected at school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** As a campus, we did not offer consistent parent volunteer opportunities and access to resources to increase their capacity that align with parent work schedules. **Root Cause:** In addition to pandemic restrictions, A majority of our parents do not have a flexible work schedules.

# Priority Problem Statements

**Problem Statement 1:** Our Caucasian and Asian students in math and reading are not performing at the same level as the rest of the student groups for meeting STAAR performance.

**Root Cause 1:** Teachers lack a strong foundation in differentiated instructional practices that reinforce tier 1 instruction.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners.

**Root Cause 2:** Our campus did not have a formalized system and process to maximize the growth of our EL's/Emergent Bilingual students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

**Root Cause 3:** Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** As a campus, we did not offer consistent parent volunteer opportunities and access to resources to increase their capacity that align with parent work schedules.

**Root Cause 4:** In addition to pandemic restrictions, A majority of our parents do not have a flexible work schedules.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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.

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

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



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







# Goals

**Goal 1:** In Irving ISD, 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 6-8 grade students scoring at MEETS or above on STAAR Reading from 42% to 50% by May 2023.

**Evaluation Data Sources:** MAP, DCAs, CFAs, Exit Tickets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher teams will use common formative assessments/exit tickets to assess mastery of essential standards. 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% completion of all unit assessments input into Edugence.                      Data from common assessments will be documented.                      DCA and MAP scores will be used to drive instruction.                      Data talks will be documented in PLC Agenda.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist, Language Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction                      - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention support will be provided for all students based on specific identified needs throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Academic Special, DLC, Math Interventionist, Reading Interventionist, Administrator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our Caucasian and Asian students in math and reading are not performing at the same level as the rest of the student groups for meeting STAAR performance. <b>Root Cause:</b> Teachers lack a strong foundation in differentiated instructional practices that reinforce tier 1 instruction.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners. <b>Root Cause:</b> Our campus did not have a formalized system and process to maximize the growth of our EL's/Emergent Bilingual students.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>

**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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 50% to 65% by May 2023.

**Evaluation Data Sources:** MAP scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize MAP data to create small groups for targeted reading instruction during their 90 minute block twice per week.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP Growth</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Classroom Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**



<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our Caucasian and Asian students in math and reading are not performing at the same level as the rest of the student groups for meeting STAAR performance. <b>Root Cause:</b> Teachers lack a strong foundation in differentiated instructional practices that reinforce tier 1 instruction.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners. <b>Root Cause:</b> Our campus did not have a formalized system and process to maximize the growth of our EL's/Emergent Bilingual students.</p>



**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 6-8 grade students scoring at MEETS or above on STAAR Math and Alg 1 from 26% to 40% by May 2023.

**Evaluation Data Sources:** MAP scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher teams will use common formative assessments/exit tickets to assess mastery of essential standards. 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% completion of all unit assessments input into Edugence.                      Data from common assessments will be documented.                      DCA and MAP scores will be used to drive instruction.                      Data talks will be documented in PLC Agenda.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist, Language Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction                      - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention support will be provided for all students based on specific identified needs throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores</p>	Formative			Summative
	Nov	Feb	Apr	June

**Staff Responsible for Monitoring:** Academic Special, DLC, Math Interventionist, Reading Interventionist, Administrator

**Title I:**  
2.4, 2.5, 2.6

**Problem Statements:** Demographics 1 - School Processes & Programs 1



No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Our Caucasian and Asian students in math and reading are not performing at the same level as the rest of the student groups for meeting STAAR performance. **Root Cause:** Teachers lack a strong foundation in differentiated instructional practices that reinforce tier 1 instruction.







**School Processes & Programs**

**Problem Statement 1:** There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.

**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 Grade 6-8 students who meet or exceed projected growth on MAP Growth Math from 41% to 55% by May 2023.

**Evaluation Data Sources:** MAP Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize MAP data to create small groups for targeted math instruction during their 90 minute block twice per week.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP Growth</p> <p><b>Staff Responsible for Monitoring:</b> ILT, Classroom Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				









**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our Caucasian and Asian students in math and reading are not performing at the same level as the rest of the student groups for meeting STAAR performance. <b>Root Cause:</b> Teachers lack a strong foundation in differentiated instructional practices that reinforce tier 1 instruction.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Sam Houston Middle School did not meet the state TELPAS goal for English Language Learners. <b>Root Cause:</b> Our campus did not have a formalized system and process to maximize the growth of our EL's/Emergent Bilingual students.</p>

**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 2023.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher teams will use common formative assessments/exit tickets to assess mastery of essential standards. 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% completion of all unit assessments input into Edugence.                      Data from common assessments will be documented.                      DCA and MAP scores will be used to drive instruction.                      Data talks will be documented in PLC Agenda.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist, Language Interventionist, Math Interventionist, DLC, and Department Chairs</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction                      - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention support will be provided for all students based on specific identified needs throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in MAP and STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Academic Special, DLC, Math Interventionist, Reading Interventionist, Administrator</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</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>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Our Caucasian and Asian students in math and reading are not performing at the same level as the rest of the student groups for meeting STAAR performance. **Root Cause:** Teachers lack a strong foundation in differentiated instructional practices that reinforce tier 1 instruction.

### School Processes & Programs










**Problem Statement 1:** There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.

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

**Performance Objective 1:** When families, communities, and schools work together, students are more successful, and the entire Irving community benefits. Sam Houston Middle School strives to engage and communicate with our parents via the following ways: Collaborative Parent Conference Days, Snap! Connect

(SMS Text Messaging System), School Messenger, Twitter, Facebook, Web Site, Marquee, Content Area Nights, Fine Arts Nights (multiple), and Athletics.

**Evaluation Data Sources:** Attendance rates at events. Family night sign in rosters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By the end of the 2022-2023 school year, Sam Houston Middle School will offer at least three courses through our parent involvement community.</p> <p><b>Strategy's Expected Result/Impact:</b> The amount of parent involvement will increase at Sam Houston Middle School through relevant topics and courses.</p> <p><b>Staff Responsible for Monitoring:</b> Parent liaison, Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase parent attendance to all Family Night events by 10%</p> <p><b>Strategy's Expected Result/Impact:</b> The amount of parent involvement will increase at Sam Houston Middle School</p> <p><b>Staff Responsible for Monitoring:</b> Parent liaison, Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** As a campus, we did not offer consistent parent volunteer opportunities and access to resources to increase their capacity that align with parent work schedules. **Root Cause:** In addition to pandemic restrictions, A majority of our parents do not have a flexible work schedules.

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



# State Compensatory

## Budget for Houston Middle School

**Total SCE Funds:** \$12,250.00

**Total FTEs Funded by SCE:** 0

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

Supplies and Materials.

# Title I

## 1. Comprehensive Needs Assessment (CNA)

## 2. Campus Improvement Plan

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

Met with Guiding Coalition, ILT, and CIC as we developed CIP goals and performance objectives. We met throughout the year in the Fall and Spring.

### 2.2: Regular monitoring and revision

Formative review- November, February, April, and June

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

The CIP is available in the parent center, on our website, and in the Title 1 binder. The CIP is provided in English. The Parent Engagement Policy, Parent Compact, and Monthly Newsletter are shared in English and Spanish.

## 3. Annual Evaluation

### 3.1: Annually evaluate the schoolwide plan

The summative evaluation of the plan will occur in June 2023.

## 4. Parent and Family Engagement (PFE)

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

The Parent and Engagement Policy provided in English and Spanish, and it was distributed on campus and during the Title 1 meeting.

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

The Title I Annual Parent meetings were held at Sam Houston Middle School on Wednesday, September 28th, 2022 from 5:30-6:30 PM in the cafeteria and on Friday, September 30th, 2022 from 9:00-10:00 AM via Zoom.

## 5. Targeted Assistance Schools Only

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittany Thompson	Intervention Specialist	Instructional	1
Genesis Salazar	TI Parent Liaison	Parent Engagement	1
Maricela Arroyo	Intervention Specialist	Instructional	1
Nastassja Calderon	General Aide	Instructional	1