Irving Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B

Mission Statement

The mission of Irving Independent School District is to ensure each student attains intellectual and personal excellence.

The mission of Irving Independent School District's Strategic Plan, the bridge connecting our diverse cultural heritage with unity of purpose, is to ensure each student attains intellectual and personal excellence, through a system distinguished by:

- Creative thinkers and learners
- Divergent pathways to chosen careers
- Instilling and personifying core values
- Interdependence with community stakeholders
- Transformative leaders, and
- Honoring all committed to this mission

Vision

Excellence and Equity for All

Strategic Objectives

Each student will...

-
  - Achieve their self-defined goals that reflect their passion and potential.
  - Possess characteristics that exemplify the highest ethical values.
  - Lead and command respect in their community.
  - Thrive in any cultural setting.
  - Flourish in the career of their choice.

Value Statement

We believe that...

- The dignity of each person is sacred.
- Each person is intrinsically driven to achieve his/her purpose.
- Each person has inherent value.
- Each person wants to be respected for who they are.
- Each person deserves to be treated with respect.
- Every person deserves to be safe.
- Each person is ultimately responsible for their own actions.
- All parents want their children to be successful.
- The strength of a society lies in its diversity.
- The future of our country depends on how we educate our citizens.
- Education empowers both the individual and the community.
- Relationships are essential to community.
- Leading is a matter of person, not position.
- Emotions arising from a common experience are the strongest human bond.
- Honesty begins with self.
- Attitude defines outcome.
- Responsibility accelerates achievement.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment	33,464	
Economically Disadvantaged:	24,271	72.53%
English Language Learner:	13,704	40.95%
At-Risk:	21,898	65.44%
Career & Technology Education:	9,784	29.24%
Gifted & Talented:	4,627	14.23%
Special Education:	2,744	8.20%

Enrollment by Ethnicity

American Indian	1.60%
Asian	3.46%
Black / African	12.49%
American Hispanic / Latino	72.24%
White	9.03%
Hawaiian / Pacific Island	.20%
Two or More	.99%

Demographics Strengths

According to the CITYLAB website (https://www.citylab.com/equity/2012/11/where-find-diversity-america/3892/), the most diverse zip code in America is 75038 with 26% Asian, 25% African American, 23% Hispanic, and 23% White. Geographically, this zip code is located in the north of Irving ISD, which shares it with Carrollton-Farmer's Branch ISD. Overall, however, Irving ISD's student population is 72% Hispanic/Latino, 9% white, 12% African American, and 3% Asian. 73% of Irving ISD's students are economically disadvantaged and 41% are English language learners (EL). The large EL population of the district, most of whom speak Spanish as a first language, present both opportunities and challenges. The opportunities include the

possibility of graduating a large number of former EL students who are bilingual, biliterate, and bicultural with knowledge of both their heritage language and English. A major challenge is developing high levels of English proficiency among EL students over a few short years. ELAR performance on STAAR among EL students is an area of weakness for the district. Irving ISD plans to address this challege through a focus on early literacy and by implementing one- or two-way bilingual education at all elementary campuses. The goal of both the one- and two-way bilingual programs is to produce Irving ISD graduates who are bilingual, biliterate, and bicultural in English and Spanish.

Student Achievement

Student Achievement Summary

Irving ISD received a grade of a *B (Overall score 87)* in the 2019 accountability system.

Accountability Measures:

Overall Accountability Rating

- District rated "B"
- 2 of 20 elementary campuses rated "A"; 13 rated "B"; 5 rated "C"
- 3 of 8 middle schools met rated "B"; 5 rated "C"
- 4 of 4 high school campuses rated "B"
- 1 AE campus rated "A"

Domain I: Student Achievement

- District rated "B"
- 14 of 20 elementary campuses rated "C"; 6 rated "D"
- 1 of 8 middle schools met rated "A"; 7 rated "C"
- 3 of 4 high school campuses rated "B"; 1 rated "C"
- 1 AE campus rated "B"

Domain IIA: School Progress

- District rated "B"
- 4 of 20 elementary campuses rated "A"; 9 rated "B"; 7 rated "C"
- 4 of 8 middle school campuses rated "C'"; 4 rated "D"
- 4 of 4 high school campuses rated "B"
- 1 AE Campus rated "A"

Domain IIB: Relative Performance

- District rated "B"
- 12 of 20 elementary campuses rated "B"; 6 rated "C"; 2 rated "D"
- 1 out of 8 middle school campuses rated "A"; 4 rated "B"; 3 rated "C"
- 1 of 4 high school campuses rated "A"; 3 rated "B"

- Domain IIB not applicable to 1 AE Campus

Domain III: Closing the Gaps

- District rated "B"
- 1 of 20 elementary campuses rated "A"; 2 rated "B"; 17 rated "C"
- 2 of 8 middle school campuses rated "B"l 3 rated "C"; 3 rated "D"
- 1 of 4 high school campuses rated "B"; 3 rated "C"
- 1 AE campus rated "B"

Distinction Designations

- 13 out of 20 elementary schools earned one or more distinctions
- 4 out of 8 middle schools earned one or more distinctions
- 3 out of 4 High Schools earned one or more distinctions

Student Achievement Strengths

Elementary

The majority of elementary campuses improved their mathematics scores. 11 campuses improved the percentage of students scoring at Approaches grade level, 14 campuses improved the percent of students at Meets, and 16 campuses improved the percent of students at Masters.

Elementary reading results were similar in improvement but the percentages at each performance level were lower. 14 campuses improved the percentage of students scoring at Approaches grade level. 14 campuses improved the percent of students at Meets, and 15 campuses improved the percent of students at Masters.

Writing results were up three percentage points over 2018 at the Approaches grade level (56%). Meets grade level and Masters grade level and Masters were both down. Meets grade level was at 24% down 5 percentage points from 2018. Masters grade level was at 6% which is a 1 percentage point decline from 2018.

Science scores were a concern in 2018 but improved at all three performance levels in 2019. Approaches grade level was up 3 percentage points to 72%. Meets grade level was up 12 percentage points to 42%. Masters grade level was up 8 percentage points to 19%.

In conclusion, the overall results for the district are up when compared to 2018. Writing was the only subject that showed an overall decline in the performance level indicators. Mathematics, reading, and science were all improved in the three performance level indicators.

Middle School:

Grades 6-8, the District made a three-percentage point gain in the percentage of students at Approaches Grade Level. The percent of students at Meets Grade Level was up six percentage points to 39%. The overall students at Masters grade level was up three percentage points to 16%. Every middle school campus improved their percent at Approaches grade level, Meets grade level and percent at Masters grade level.

Mathematics, Reading, and Writing were up district wide in all score categories (Approaches, Meets, and Masters). Science was down for the district in all three performance levels. Approaches grade level was down 12 percentage points, Meets grade level was down 18 percentage points, and Masters grade level was down four-percentage points.

In conclusion, the overall results for the District are higher than in 2018. All campuses had overall improvement in the percent of students at the Approaches grade level, Meets Grade Level, and Masters Grade Level score categories. Reading, writing, and Math are the bright spots with most campuses improving in all three score categories. Science scores are concerning as they are significantly lower than in 2018.

High School:

8834 students took an EOC STAAR test in the 2019 accountability window. When the English I, English II, Algebra I, Biology, and U.S. History tests were combined and compared to 2018 results, the district scores in all three performance level indicators are higher. Approaches grade level was three percentage points higher at 77%. Meets grade level was up seven percentage point to 52% over 2018, and masters grade level was up five percentage point to 18%.

The English I and II scores were up over 2018 scores. English I scores were up in all three performance indicators. Approaches grade level was up four percentage points to 61%. English II Approaches grade level scores were up three percentage points to 62%. English I was up seven percentage points at Meets grade level to 41%. English II Meets grade level was up five percentage points to 41%. English I Masters grade level was up two percentage points to 5% with English II remaining the same as in 2018 at 3% Masters grade level.

The District's algebra I scores were higher than in 2018. 92% of students reached the Approaches standard. This is the up seven percentage points over 2018. Meets grade level was up 20 percentage points to 68% and Masters grade level was up 22 percentage points to 42%.

Biology scores remained high. The District percent at approaches was 89%. Meets was at 56% and Masters at 14%.

U.S. History scores remained high with the District at 90% Approaches, 63% Meets, and 33% Masters. The District and most campuses realized an increase in meets and masters for History.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Elementary reading scores at the meets and masters achievement level was down district wide. **Root Cause**: Lack of training for teachers in early literacy may be a cause. The district hasn'taEUt focused on a solid reading program for literacy.

Problem Statement 2: In writing in elementary school the percent of students at Approaches grade level remained constant at 53%. **Root Cause**: Lack of training for teachers in balanced literacy may be a cause. The district hasn'taEUt focused on a solid integrated writing program.

Problem Statement 3: In Middle School Reading Meets percentage is 30% and Masters percentage is 12% was down district wide. Only 3 campuses improved reading at the Meets and Masters level over the 2017 results. **Root Cause**: Data indicates lack of rigor, alignment and urgency are contributing factors to students not meeting grade level scores on STAAR.

Problem Statement 4: In high school meets and masters scores showed only a slight increase from previous year in all tests. **Root Cause**: Data indicates lack of rigor, alignment and urgency are contributing factors to students not meeting grade level scores on STAAR.

Problem Statement 5: Special Education students in grades 3-8 are not passing at the same rate as their peers. **Root Cause**: Inconsistent use of DCA data by teachers when planning targeted interventions to special education students.

District Culture and Climate

District Culture and Climate Summary

Parent Involvement Survey

Results indicate high levels of parent satisfaction with communication, campus involvement opportunities, academics, and climate at their child's campus.

Gallup Student Poll

Gallup Student Poll was conducted for the 2018-2019 school year in the Fall of 2018. Results for student Hope and Engagement are summarized below:

Engagement:

- The percentage of engaged students district-wide remains consistent with the 20107 results, with 48% of students being engaged.
- Although the percentage of engaged students declined nationally from 2015 to 2018, the percentage of engaged students in Irving ISD increased two percentage points in the same time period.
- Slight gains in overall engagement scores were seen for students in 10th grade
- Similar to results seen in previous, students indicate that IISD schools provide environment where students are encouraged to learn and build peer relationships

Hope:

- The percentage of hopeful students decreased by three percentage point from 2015 to 2018, following national trends:
- IISD students have high hopes for their futures (graduation, career)
- Hopefulness tends to remain strong across grade levels
- IISD students have concerns for the nearer term (having a mentor, grades, finding ways around problems)

Parents

Parent Involvement Survey
 Results indicate high levels of parent satisfaction with communication, campus involvement opportunities, academics, and climate at their child's campus.

Staff

Staff Climate Survey

Overall, the results of the staff climate survey have been consistently positive over the years. Irving ISD staff self-reported as engaged in their work; the

staff overall showed a high level of satisfaction with their campus leadership, and the staff generally felt safe on their campuses and had experienced few serious incidents involving workplace safety.

District Culture and Climate Strengths

Parent Involvement Survey

- Results indicate high levels of parent satisfaction with communication, campus involvement opportunities, academics, and climate at their child's campus.
- Parents indicated high satisfaction with the level of communication they receive from both the District and their child's school.
- Parents reported receiving messages about school activities; however, only 40% of these parents were engaging in some form of volunteerism at their child's school during the school year, which presents an area of opportunity for campuses.
- Parents were satisfied with the communication they received from their child's teachers regarding grades, academic progress, etc.
- Parents felt welcomed at their child's campus and engaged by their child's teachers.

Staff Quality, Recruitment, and Retention Summary

A new First Year Teacher Academy will be implemented for the 2018-2019 school year.

Professional development systems are in place to assist in building capacity and improving continued professional development to all levels of staff through Learn2Inspire.

Professional Development:

2016-2017 Professional Development- 2,280 District provided sessions were offered.

New Teacher Orientation will provide teachers with district and campus level support.
IISD Professional Development plan will include 18 hours of professional development with a focus on Depth of Knowledge, literacy and writing across the curriculum.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Retention of teachers after 1-3 years in the district. **Root Cause**: New teachers to Irving do not return because of struggles with classroom management and instructional delivery.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Irving ISD's current efforts with recruitment includes a variety of both internal and external strategies, all designed to cultivate the strongest talent to all campuses and departments. Several of these efforts include:

- External strategies
    - University partnerships with Colleges of Education
    - Expansion of geographical reach through resources such as LinkedIn
    - Intense focus on increasing the number of student teachers with the intent to hire
    - Due to recent events surrounding COVID-19, we will be conducting virtual job fairs
- Internal strategies
    - Competitive compensation
    - Tailored professional development
    - Reimbursement of ESL certification cost and preparation courses
    - Creation of *Leaders Excelling and Advancing Performance* (LEAP)
    - Recruitment Kickoff- Training in recruiting strategies/expectations for all hiring managers
    - I AM NEXT stipend
    - IISD Graduate stipend
    - Creation of marketing campaign: *At Irving ISD, Education is HEART Work*
    - Year round recruitment
    - Bi-annual job fair focused on recruiting auxiliary staff
    - Serving on panels at interview days for colleges of education (TABE BESO Institute, UNT BESO conference, TWU, UNT, UTA)

Additionally, Irving ISD's current efforts to target retention rates are both proactive and responsive to the needs that currently exist across campuses, and include:

- Communication with principals regarding supportive early intervention plans for new teachers
- Hiring a new Director of Professional Learning to spearhead development of our teachers
- Launching the "New Teacher Mentor Program" during Learn2Inspire, entitled ConnectEd
    - Specifically developing strategies for first-year teachers and mentoring
    - Increased mentor pay to remain competitive
    - Limited the maximum number of mentees to 2 each per mentor to build sustainability
- Building traction with development of the LEAP program, designed to ensure the district has a "Grow Your Own" pipeline for aspiring leaders
- Bolstering efforts with content-specific specialists and coordinators at the district level to provide targeted support with specialized content development

- Continued support of principals' development to provide strong staff culture and climate via Learn2Lead and HR Academy in the fall
- Utilize data from annual "Culture and Climate" survey to track trends in staff satisfaction, occurring mid-year
- HR Analyst targets data collection and analysis of campus-specific retention rates
  - Aids our constant work in delving into areas of positive deviance – there are many bright spots to celebrate, and we are looking at correlations between the higher rates at some campuses and the strategies being used by their administrative teams.
  - Average age of teachers leaving
- Invested in training from Frontline Management (the system utilized district-wide for absence management) to begin gathering more specific data on teacher and leader absence rates as educational research reflects this to be a strong correlative indicator of teacher satisfaction
- Perhaps most recently, we've all noticed how the legislative updates reflect a trending desire of the state to support fiscal efforts to bolster retention of high quality, experienced teachers. This translated into a generous increase in compensation for a wide variety of positions across Irving ISD.

Staff Quality, Recruitment, and Retention Strengths

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Survey data is collected from staff when they resign or retire, but addressing trends in why teachers and leaders stay is a data point that could glean valuable insights in how we support and retain staff. **Root Cause**: A growing need for "Stay Interviews" to be conducted with returning staff across pre-selected campuses.

Problem Statement 2: Need to conduct virtual job fairs in lieu of attending traditional job fairs. **Root Cause**: Inability to conduct face-to-face job fairs due to COVID-19.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

STAAR data indicate that the current curriculum developed in 2009 and implemented in (2017-2018) is not providing TEK aligned instructional activities. Data also indicate that autonomy at the classroom level is creating learning gaps from campus to campus.

The Backward Design Model (*Understanding by Design: Wiggins & McTighe)* being used to revise the current curriculum. Revised curriculum will need to provide more direction and structure through learning plans to support teachers in lesson design and delivery. The new revised curriculum will address the weak areas of the state standards and testing.
Curriculum writing involved over 133 courses, grades PK-12 including math, science, social studies, English Language Arts, Languages other an English, Fine Arts, PE and Health. Pre-K, Bilingual/English as a Second Language, Gifted and Talented, Life and Special Education.

Curriculum writing teams are composed of teachers, specialist, coordinators and experts in the content areas.

District Curriculum Assessments

For 2017-18 District Curriculum Assessments were not created by the district, this was task was left to the campuses to create and assess.

Most campuses are equipped with Academic Support personnel that provide intervention to support teacher and student success.

A sophisticated system of data is utilized to identify students in need of intervention. With a combination of data from MAP, DRA, Campus Based Assessments and STAAR Benchmarks, campuses have a plethora of data to guide their instruction. Campuses have used the INOVA process to ensure instruction and intervention based on the profile developed for the student.

A need for District created assessments as well as assessments that are attached to each curricular unit are needed in new Curriculum Management Plan.

Curriculum, Instruction, and Assessment Strengths

Over 300 Six Weeks at a Glance (SWAG) sessions with 5,000 teachers attending were held during the 2017-2018 school year.

SWAG sessions were held each six weeks to pre-teach the curriculum.
Curriculum feedback was collected from academic specialists and campus teachers each six weeks.

Curriculum and Instructional Services personnel logged over 1,500 campus visits during the 2017-2018 school year spending their time with direct support to campuses through Professional Learning Communities, classroom support, development of intervention plans and conducting campus professional

development.

District Curriculum Assessment
Curriculum and instructional services coordinator support for campuses was prioritized based on data from Campus Curriculum Assessments and STAAR Benchmark data.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The data indicates that the reading level of many students in Irving ISD perform below grade level in reading (74%) **Root Cause**: Students are entering kindergarten with less experience in reading, writing, speaking and listening using academic language. Early exit from bilingual impacts reading and writing. No foundation literacy program is in place for Pk-3. No curricular program is provided for struggling reader in grades 3-9.

Problem Statement 2: Observations in classrooms and professional learning communities indicate a need for an aligned curriculum that support both lesson design, student experiences, assessments and delivery. **Root Cause**: Teachers are determining what the impact standards are to be taught from campus to campus. Most teacher in IISD have less than 5 years of experience.

Problem Statement 3: Student performance results in the area of reading and writing have had little or no increase over the last three years. **Root Cause**: Inconsistent implementation of curriculum. Curriculum is not aligned to STAAR. Teacher and campus autonomy do create gaps from campus to campus and grade level to grade level.

Parent and Community Engagement

Parent and Community Engagement Summary

Irving ISD promotes and supports significant and effective parent and community engagement in the education and success of our students and families. We are dedicated to building strong communication and collaboration among all school community stakeholders to accomplish Irving ISD's goals for student achievement and college and career readiness.

Parent and Community Engagement Strengths

- Parent Resource Centers at all Title I campuses – Elementary and Middle Schools as well as PK Centers and High Schools
- Parent Liaisons at most campuses
- Monthly Parent Leadership Academy – parent meetings on topics that are taken from Parent Involvement Survey
- PAC – Parent Advisory Council – district-wide; 2 parent representatives from each campus
- Strong Partnership with community businesses, non-profits

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent Involvement Survey participation is declining at the secondary level. **Root Cause**: Not all campuses are consistent with communication to parents about need for survey input.

Problem Statement 2: More recruiting efforts are needed to attract parents to participate in Parent Center activities. **Root Cause**: Need for campus and district-based initiatives to promote and incentivize parent participation in parent center and school-wide family activities. Activities need to be valuable and help parent prepare students for life, career and college.

District Context and Organization

District Context and Organization Summary

Superintendent's Leadership Team

Magda Hernandez	Superintendent
Gary Micinski	Chief Financial Officer
Dr. Juan Carlos Martinez	Chief of Administrative Services
Dr. Jackie Gorena	Chief Academic Officer
Dr. Andre Smith	Chief of Schools
Alvin McQuarters	Chief of Technology & Innovation

Leadership Support Team:

David Bunger	Legal Counsel
Dr. Nicole Mansell	Executive Director of Marketing and Communications
Dr. Jeannine Porter	Executive Director of Employee Services
Curtis Mauricio	Assistant Chief of MS & Student Support Services
Dr. Lance Campbell	Assistant Chief of HS & Academic Support Services
Dr. Whit Johnstone	Executive Director of Research & Evaluation
Imelda Little	Executive Director for PK-5 Schools - West
Dr. Jaretha Jordan	Executive Director for PK-5 Schools - East
Jim Scrivner	Executive Director of Facilities & School Support Services
Fernando Natividad	Assistant Chief of State/Federal Programs and Compliance

- The district provides additional personnel and programs to campuses to increase student opportunities to learn. Campuses are equipped with Academic Specialists, Instructional Technology Specialist and interventionists to support teacher and student success. A sophisticated system of data is utilized to identify students in need of intervention. With a combination of data from MAP, District Curriculum Assessments and STAAR Benchmarks, campuses have a plethora of data to guide their instruction.

Technology Summary

- **District expectation:** Technology is used as a resource to amplify curriculum. When lessons begin with strong content and pedagogy, a natural use of technology provides student engagement with communication, collaboration, and creativity with an understanding that technology supports curriculum not drive assessment.
- **Digital learning:** resources and instructional materials are evaluated using a rubric for both quality of content as well as technology functionality. We comply with COPPA, CIPA, FERPA, and other laws pertaining to the use of technology in schools. Diverse committees of stakeholders are formed for the evaluation process.
- **Equipment/ Device Summary:** District is establishing an equitable and sustainable K-12 distribution plan with 15 devices PreK-5, 1-to-1 iPads for 8 middle schools through a Verizon grant, and 1 cart of 30 Chromebooks for each HS classroom.
- **Training :** Ongoing in-person and virtual training.
- **iLearn:** Comprehensive iLearn site with short "how-to's" maintained by Digital Learning department.
- **eCourses**: eCourses are offered asynchronously (i.e. flexible letting students complete work on their own) and synchronously (set schedule).
- **Family Access to Technology:**
    - Library computers are available for parent/student use throughout the day
    - Various parent classes that include technology literacy components are available across campuses

Professional Development Implementation

Professional Development Implementation Summary

Professional development opportunities for teaching staff for the 2017-2018 school year were aligned to two basic areas: design and delivery:

Design: Classroom Management, Classroom Climate, Developing Student Learning Goals, Student Data Tracking, Lesson Planning

Delivery: Critical Thinking, Academic Conversations, Reading/Writing Across the Curriculum, Differentiation, Checking for Understanding. Offerings are varied in deliver format (face to face, online, eCourse, PLC, etc.)

Professional development opportunities for campus administration and leadership for the 2017-2018 school year are aligned to two areas: leveraging leadership, instructional coaching and literacy, and professional learning communities.

The focus for professional development provided a strong connection between the training provided and the impact on student achievement.

Professional Development Implementation Strengths

Professional Development is centered around the specific content and pedagogy needs of staff while considering the under-performing student population needs.

Teachers have a choice in selecting what they feel will be of greatest benefit to them professional while the district does require content-based sessions in order to keep the district wide focus aligned.

Feedback from staff, student performance and curriculum support must be taken into consideration is planning for the professional development opportunities for the upcoming year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

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

Performance Objective/Specific Result 1: Focus on Literacy

    Evaluation Data Source(s) 1: DCA's
STAAR Reading and Writing Data

    Summative Evaluation 1:

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Train and support teachers in reading/ writing strategies through reading and writing workshops in grades K-5.		Curriculum School Leadership	Increase STAAR scores and close the gap between IISD and the State by 5%.	30%	20%	60%	→
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Train and support teachers to effectively implement an aligned reading and writing curriculum.		Curriculum School Leadership	Increase STAAR scores and close the gap between Irving ISD and the State by 5%.	5%	15%	35%	→
TEA Priorities Build a foundation of reading and math 3) Implement effective systems of support for ELL's and students in special populations in reading and writing.		RtI Principals School Leadership Digital Learning (Libraries)	Improve STAAR performance by 5%.	5%	15%	25%	→

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 4) Implement campus PLC's during the school week to focus on the learner and their needs.		Principals School Leadership	Close the gap between IISD and the State by 5%.	10%	25%	50%	→

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

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

Performance Objective/Specific Result 2: College Readiness

    Evaluation Data Source(s) 2: CCMR Data for District

    Summative Evaluation 2: Significant progress made toward meeting Performance Objective/Specific Result

    Next Year's Recommendation 2: Continue/Modify

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Provide systems which focus on student access to college readiness information (applications, scholarships, AP, TSIA)		Director of Guidance, Counseling and College Readiness Lead Counselors Graduation and College Coaches	Increase college applications by 25%	5%	20%	85%	→
TEA Priorities Connect high school to career and college 2) Implement instructional strategies in middle school and high school that help students acquire skills needed to be successful in college and career (AVID, Leadership, etc.)		Principals Director of Guidance, Counseling and College Readiness AVID Coordinator	Close the gap in the college readiness indicator by 2%.	5%	20%	60%	→
TEA Priorities Connect high school to career and college 3) Implement parent education programs that provide information on access to college.		Director of Guidance, Counseling, and College Readiness Parent Liaisons	Attendance numbers in excess of 400	5%	25%	100%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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

Performance Objective/Specific Result 3: Career Readiness

Evaluation Data Source(s) 3: CCMR Indicators on STAAR and TAPR

Summative Evaluation 3: Significant progress made toward meeting Performance Objective/Specific Result

Next Year's Recommendation 3: Continue/Modify

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Implement focused guidance lesson that engage students in the path to college and or career.		Director of Guidance, Counseling and College Readiness Director of Signature Studies	Increase CCMR scores by 5% on accountability and TAPR	5%	15%	75%	→
TEA Priorities Connect high school to career and college 2) Create new business partnerships for each Signature Studies program which will provide guidance, internships, and mentors for the programs.		Director of Signature Studies Coordinators of Signature Studies	Increase business partners by 15%	10%	15%	50%	→
TEA Priorities Connect high school to career and college 3) Implement a parent program that focuses on college and career readiness and opportunities in Irving ISD (NMSI, Dallas County Promise, Signature Studies, FAFSA).		Coordinator for Parent Involvement Director of Guidance, Counseling and College Readiness. Principals	Increase parent programming in this area by 25%	5%	20%	80%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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

Performance Objective/Specific Result 4: 80% of IISD campuses will meet the TELPAS rate set by the state of Texas under Closing the Achievement Gap Domain.

Evaluation Data Source(s) 4: TELPAS, Language Tracker, Walkthrough Data

Summative Evaluation 4: Significant progress made toward meeting Performance Objective/Specific Result

Targeted or ESF High Priority

Next Year's Recommendation 4: Continue/Modify

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Professional Development on supporting students in Reading, Listening, Speaking and Writing will be provided for Principals, Campus Support Staff, and Teachers	2.4, 2.5, 2.6	Directors of Bil/ESL services, Bil/ESL Coordinatorsand Specialists,	English Learners will attain a minimum of 1 years progress on English language proficiency as measured by the TELPAS Composite score.	5%	15%	10%	→
2) Scaffolds for English Learners will be included in K-12 ELAR curriculum to support teachers in improving students listening and speaking proficiency levels.	2.4, 2.5, 2.6	Directors of Bil/ESL services, Bil/ESL Coordinatorsand Specialists	English Learners will attain a minimum of 1 years progress on English language proficiency as measured by the TELPAS Composite score.	5%	15%	15%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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

Performance Objective/Specific Result 5: Special Education overall scores will increase 5 percentage points over 2019.

Evaluation Data Source(s) 5: MAP results and STAAR results

Summative Evaluation 5: Significant progress made toward meeting Performance Objective/Specific Result

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math.

Next Year's Recommendation 5: Continue/Modify

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA 1) Special Education Coordinators will complete data dives then schedule data meetings with identified campus administrators to provide input for targeted interventions to identified special education students.	2.4, 2.6	Director of Special Education Curriculum/ Director of Special Education Assessment	Special Education's overall scores will increase from 30% to 35%. This is a 5 percentage points increase over 2019 and 16.6% change at approaches.	5%	10%	15%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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

Performance Objective/Specific Result 6: Increase awareness of district offerings (Full-day Prek, Two-Way Dual Language, Singley Collegiate Academy, etc.) via targeted marketing and communications campaigns that lead to an increase of "new to the district" student enrollment of 750 students over the previous school year.

  Evaluation Data Source(s) 6: Fall 2020 Student enrollment; Attendance at Go Irving school choice expo; Social media analytics;

  Summative Evaluation 6: Significant progress made toward meeting Performance Objective/Specific Result

  TEA Priorities: 3. Connect high school to career and college.

  Next Year's Recommendation 6: Continue/Modify

Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.

Performance Objective/Specific Result 1: Attract life changing educators to Irving ISD

    Evaluation Data Source(s) 1: Increase in teacher recruitment

    Summative Evaluation 1:

    TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Create screening and interviewing criteria. Develop standardized interview question banks for campus-level teacher recruitment.		Directors for HR	Continue to increase teacher retention from 85% to 87%.	5%	55%	70%	→
2) Expand current university partnerships to include a focus on the acquisition of student teachers and their growth into certified teachers.		Chief of Employee Services Directors of Human Resources	By July 2020, increase number of student teachers hired as certified teachers and involvement with university partnerships by 5%.	5%	45%	55%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.

Performance Objective/Specific Result 2: Retaining life changing educators

Evaluation Data Source(s) 2: Retention rate

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a grow your own program that can be sustained (aspiring leaders from diverse areas, etc.) Create a teacher retention plan in partnership with HR and professional learning. Build a robust teacher induction and mentoring program that equips new teachers as instructional leaders in their classrooms.		Chief of Employee Services Directors of Human Resources Director of Professional Learning	By July of 2020, 5% of leadership vacancies will be filled by LEAP members. Teacher turnover will be reduced by 3% or more.	10%	20%	40%	→
2) Implement a survey to receive feedback from staff.		Chief of Employee Services Directors of Human Resources	By July 2020, collect data, both verbal and written, from retained staff at selected campuses .	5%	10%	20%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: Irving ISD will provide a safe and nurturing learning environment.

Performance Objective/Specific Result 1: Safe and Nurturing Learning Environment.

Evaluation Data Source(s) 1: Increase in student support programs and services.
Increase in employee satisfaction with internal communication.
Safe use of technology.

Summative Evaluation 1:

Next Year's Recommendation 1: Continue/Modify

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide engaging programs for students and parents to increase involvements in support resources.		Parent Engagement Coordinators Campus Principals Library Services Coordinator	Increase engagement opportunities through the parent centers and district wide programs by 10%.

Increase engagement opportunities through the use of Campus Libraries by students and families by 10 %. | 5% | 70% | 100% | → |
| 2) Create better internal communication at the campus and district level. | | Communications School Leadership Campus Principals | Survey data will indicate a positive trend with staff in regard to communication. | 5% | 50% | 50% | → |
| 3) Create and implement effective support systems and programs for students and parents. | | Director of Guidance, Counseling and College Readiness At-Risk Coordinator Coordinators of Parent Programs | Increase outreach services and program contacts by 25%. | 5% | 60% | 75% | → |

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Enhance the current mentoring program that is diverse and impacts students at all campuses.		Director of Guidance, Counseling and College Readiness At-Risk Coordinator	Increase the number of mentors at each campus by 10%.	10%	15%	15%	→
5) Ensure that students and staff are trained in the safe use of technology devices: - Training on the safe and proper use of all devices (e.g. individual laptop, lab computers, thumb drives, etc.). - Ensuring that the device assigned to them have been updated with the latest virus protection package. - Training on executing virus protection scans. -Training on managing and protecting passwords. - Training on Acceptable Use Policy (AUP). The focus will not only be on the implementation of these steps but also on the monitoring of the implementation using objective and verifiable data.		Technology / Digital Learning	The implementation of these steps will ensure that our students and staff are well trained in the safe and acceptable use of technology. This includes the care and protection of their assigned devices and the software that runs on these devices. This will help with the prevention of devices being lost, stolen, or broken as well as sensitive data being lost, stolen, or compromised.	10%	50%	50%	→

Strategy Description/Action Steps	ELEMENTS	Project Lead	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Cyber Security - Ensure that students and staff are trained in the safe use of the internet including social media, phishing attempts, and general internet etiquette (aka net-etiquette). This will be accomplished by : - the use of Guest speakers, presentations, and visits by: Digital Learning Coaches (DLCs), Counselors, Librarians, and Security Resource Officers (SROs). - Creating or referencing online library / digital resource of web pages and videos. - Utilizing applications that help to identify, evaluate and train users on safe use of the internet. - Optimizing the Network Infrastructure to ensure that both the students and staff are protected from viruses and inappropriate content. This includes optimizing the district's: - Web Filter - Mobile Device Manager - Firewall The focus will not only be on the implementation of these steps but also on the monitoring of the implementation using objective and verifiable data.		Technology / Digital Learning	The implementation of these steps will ensure that our students and staff are well trained in the safe and acceptable use of internet. This includes protecting passwords and sensitive information, adhering to basic internet etiquette, and how to recognize internet-based threats (e.g. phishing, viruses, etc.). This will also result in the prevention of sensitive data being lost, stolen, or compromised.	10%	50%	60%	→
7) Define job duties for Irving Police Department School Resource Officers (SRO) to comply with Texas Senate Bill 11		Safety and Security Director	Define the job duties for the SRO's in the memorandum of understanding (MOU) between Irving ISD and the City of Irving.	0%	55%	65%	→

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

Goal 3: Irving ISD will provide a safe and nurturing learning environment.

Performance Objective/Specific Result 2: Irving ISD will incoporate the job duties of the school resource officers into the upcoming MOU between the district and the City of Irving

 Evaluation Data Source(s) 2: The final approved memorandum of understanding

 Summative Evaluation 2: Significant progress made toward meeting Performance Objective/Specific Result

 Next Year's Recommendation 2: Continue/Modify

Goal 3: Irving ISD will provide a safe and nurturing learning environment.

Performance Objective/Specific Result 3: Create threat assessment teams

 Evaluation Data Source(s) 3: Functioning threat assessment teams

 Summative Evaluation 3: Significant progress made toward meeting Performance Objective/Specific Result

 Next Year's Recommendation 3: Continue/Modify

RDA Strategies

Goal	Performance Objective/Specific Result	Strategy	Description
1	5	1	Special Education Coordinators will complete data dives then schedule data meetings with identified campus administrators to provide input for targeted interventions to identified special education students.

District Improvement Committee

Committee Role	Name	Position
Committee Member	Gary Schepf	Chair
Classroom Teacher	Tany Cohen	Co-Chair
Community Representative	Charles Schmidt	Committee Member
Community Representative	MyChana Burton	Committee Member
Community Representative	Charles Nutt	Committee Member
Community Representative	Monica Huerta	Committee Member
Business Representative	Dr. Debra Romanick Baldwin	Committee Member
Classroom Teacher	Lynda Edgeson	Committee Member
Classroom Teacher	Regina Emmanuel	Committee Member
Classroom Teacher	Robert Tredway	Committee Member
Community Representative	Dr. Anita	Committee Member
Classroom Teacher	Amanda Chandler	Committee Member
Student	Ximena Ibarra	Committee Member
Student	Elaine Ta	Committee Member
Student	Madeline Ojeda	Committee Member
Student	Kim Khanh	Committee Member
Student	Nguyen Hoang	Committee Member
Administrator	Curtis Mauricio	Committee Member
Administrator	Andre Smith	
Classroom Teacher	Maria Herrera	Committee Member
Classroom Teacher	Nafisa Preston	Committee Member
Classroom Teacher	Shetasha Hudson	Committee Member

Committee Role	Name	Position
Business Representative	Bruce Burns	Committee Member
Business Representative	James Wells	Committee Member
Parent	Mark Dennehy	Committee Member