Irving Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Postsecondary Readiness

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment	**33,513**	
Economically Disadvantaged:	26,777	80%
English Language Learner:	14721	44%
At-Risk:	23,448	70%
Career & Technology Education:	10,198	30%
Gifted & Talented:	4,640	14%
Special Education:	2,767	8%
Bilingual:	8,172	24%

Enrollment by Ethnicity	
American Indian	2%
Asian	3%
Black / African	12%
American Hispanic / Latino	72%
White	9%
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 challenge 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 has a new literacy plan that is tightly aligned with the science of reading instruction, however Covid has made implementation of the training needed difficult.

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 the science of teaching reading may be a cause. There is concern of fidelity to the district writing curriculum.

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 progress monitoring data by general education and special education teachers when planning targeted interventions for special education students as well as the lack of early identification and intervention for students who are at-risk.

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 2019-2020 school year in the Fall of 2019. Results for student Hope and Engagement are summarized below:

Engagement:

- The percentage of engaged students district-wide remains consistent with the 2018 results, with 46% of students being engaged in 2019.
- Although the percentage of engaged students declined nationally from 2018 t0 2019, the percentage of engaged students in Irving ISD is still slightly above the national average.
- Slight gains in overall engagement scores were seen for students in 9th grade
- Similar to results seen in previous years, students indicate that IISD schools provide environment where students are encouraged to learn and build peer relationships

Hope:

- The percentage of hopeful students remained the same from 2018 to 2019, the national trend fell slightly:
- 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)

Remote Learning Student Survey Results (due to state of disaster "COVID19", the following survey was conducted with students Spring of 2020).

Results indicate students are mixed on how positively or negatively they feel about remote learning. Overall students ranked the teachers were helpful in supporting them during remote learning. Students ranked "flexible time and pace" as the most helpful aspect when doing remote learning. Student results indicate that they are not often scared but, are often bored with remote learning. When asked about how stressed they feel, students responded with mixed results of almost never to almost always feeling stressed.

Parents

Parent Involvement Survey   (Spring 2019 results below. Spring 2020 was delayed due to state of disaster (COVID-19))

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

Staff

Staff Climate Survey   (Spring 2019 results below. Spring 2020 was delayed due to state of disaster (COVID-19))

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 *(Spring 2019 results below. Spring 2020 was delayed due to state of disaster (Covid-19))*

* 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 was will be implemented for the 2018-2019, 2019-20 and the 2020-21 school years.

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:

2019-2020 Professional Development- 2,537 District provided sessions were offered.

New Teacher Orientation will provide teachers with district and campus level support.
For the 2020-2021 school-year, IISD Professional Development plan will include 18 hours of professional development with a focus on asynchrnous learning, remote and in-person instructional strategies, digital tools, and student collaboration.

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 increased recruitment includes a variety of both internal and external strategies, all designed to cultivate the strongest talent for all campuses and departments. Several of these efforts include:

- External & Internal strategies
  - University partnerships with Colleges of Education and alternative certification programs
  - 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 challenges in 2020 surrounding COVID-19, HR has been conducting virtual job fairs, info sessions, and drive-up hiring events
  - Competitive compensation
  - Tailored professional development through ConnectEd for teachers with 0-3 years of experience
  - 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
  - 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 increased retention rates work to be both proactive and responsive to the needs that currently exist across campuses, and include:

- Communication with principals regarding supportive early intervention plans for new or struggling teachers
- Learning Services launched year 2's implementation of the "New Teacher Mentor Program" during Learn2Inspire
  - 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
- 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 targets data collection and analysis of campus-specific retention rates and stay interview data to celebrate bright spots and correlations between the higher rates at some campuses and the strategies being used by their administrative teams.
  HR expanded the LEAP program to include 2 cohorts (Aspiring and Instructional Leaders) and added leadership mentors as an additional aspect of

the program.

- Perhaps most recently within the last few years, 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 in 2019-2020 for a wide variety of positions across Irving ISD.

In light of the pandemic, there have been several challenges with staff retention and staff recruitment. Current areas where HR is working to provide more intensive support include:

- HR currently measures the percentage of COVID-related resignations or retirements in an effort to gain a clear picture of how COVID-19 has impacted staff recruitment and retention.
- The number of working guest educators has decreased significantly, impacting fill rates at campuses when staff are quarantined, isolated, or placed on approved leaves. A generous increase in compensation for guest educators for the 2020-2021 school year was approved by the Board in order to provide a competitive advantage when trying to recruit for guest educators.

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 gleans valuable insights in how supervisors support and retain staff. **Root Cause:** Stay interviews should continue to be conducted with returning staff across pre-selected campuses by HR. Administrators need to be trained on how to enhance staff retention by holding stay interviews of their own with select staff.

Problem Statement 2: Need to conduct virtual job fairs and shift the hiring and onboarding process to 100% paperless to support candidates for hirre. **Root Cause:** Inability to conduct face-to-face job fairs, onboarding process, or hiring process due to COVID-19 social distancing measures.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

An entirely new curriculum was written and implemented during the 2018-19 school year using the Understanding by Design (UBD) framework. Since that time, the curriculum has undergone continuous refinement and further development adding depth and insuring tight alignment to the TEKS for each course. In the 2020-21 school year, new curriculum for secondary honors courses is being added. This new honors curriculum is completely differentiated from the general education curriculum and is designed to incrementally increase rigor in order to prepare honors students for advanced coursework including AP and Dual credit.

District Curriculum Assessments

District Curriculum Assessments (CBA) are given 3 times per year. Along with MAP and STAAR data, CBA data provides information that is used to track the effectiveness of the curriculum. Changes are made in real time within the curriculum when data indicates incomplete learning by a majority of students on essential standards.

Curriculum, Instruction, and Assessment Strengths

SWAG sessions were held each six weeks to pre-teach the curriculum and provide teachers the opportunity to learn how to use pedagogical tools that support effective implementation of the written 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 2019-20 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.

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. The foundation literacy program is in place for Pk-3, however Covid has created difficulty training teachers to effectively implement what is written.

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. The curriculum is aligned with the TEKS and provides robust support for teachers. However, lack of fidelity of implementation of the written and tested curriculum may lead to gaps in student learning and lower the rigor of instruction needed to achieve full mastery of the TEKS. 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 aligned to the TEKS which underpin success on 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	Deputy Superintendent of School Operations
Dr. Jackie Gorena	Chief Academic Officer
Dr. Andre Smith	Chief of Admin Services
Alvin McQuarters	Chief of Technology & Innovation
Dr. Jeannine Porter	**Deputy Superintendent of School Leadership**

Leadership Support Team:

David Bunger	**Legal Counsel**
Dr. Nicole Mansell	Executive Director of Marketing and Communications
Meritza Webb	Executive Director of Employee Services
Curtis Mauricio	Assistant Chief of Secondary Schools
Dr. Lance Campbell	Assistant Chief of Campus Operations
Dr. Whit Johnstone	Executive Director of Research & Evaluation
Imelda Little	Executive Director for Academic Support Services
Dr. Jaretha Jordan	Executive Director for PK-5 Schools
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 learning opportunities for the 20-21 school year are aligned to district, campus, and teacher identified learning needs as well as the four T-TESS domains of Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

We believe that:

1. Professional learning that improves educator effectiveness is fundamental to student learning.

2. Effective professional learning is results-driven, standards-based, and job-embedded.

3. All educators have an obligation to improve their practice.

4. More students achieve when educators assume collective responsibility for student learning.

5. Successful leaders create and sustain a culture of learning.

6. Effective school systems commit to continuous improvement for all adults and students.

In order to provide results-driven professional learning, during planning, implementation, and

evaluation, we ask:

What do students need to know and be able to do?

What do educators need to know and be able to do to ensure student success?

What professional learning will ensure educators acquire the necessary knowledge and skills to improve practice and ensure student success

How will we know the impact on classroom practice and student learning?

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 professionally 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 in 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

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 early literacy such that by 2024 3rd grade STAAR reading achievement will increase from 33% to 50% at the meets level.

HB3 Goal

Evaluation Data Sources: MAP-NWEA
STAAR Reading and Writing Data

Summative Evaluation: None

Strategy	Reviews			
Strategy 1: Train and support teachers, principals and support staff in the Texas Reading Academy for K-3 teachers.	**Reviews**			
Strategy's Expected Result/Impact: 3rd Grade STAAR reading in 2021 will rise to 39% at meets grade level. Subsequently, in 2022 it will be at 42%, in 2023 it will be at 46%, and in 2024 it will be at 50%.	**Formative**			**Summative**
Project Lead: Curriculum School Leadership Reading Academy Cohort Coordinators	Nov 35%	Feb	Apr	June
Title I Schoolwide Elements: 2.4				
Strategy 2: Train and support teachers to effectively implement the re-aligned reading and writing curriculum that reflects the science of teaching reading and the Texas Reading Academy Content.	**Reviews**			
Strategy's Expected Result/Impact: NWEA-MAP percentage of students that score at or above the 60th percentile will increase K-2 as follows: Kinder: 2021=41%. 2022=44%. 2023=47%. 2024=50% 1st= 2021=20%. 2022=23%. 2023=26%. 2024=30% 2nd=2021=24%. 2022=27%. 2023=30%. 2024=34%	**Formative**			**Summative**
Project Lead: Curriculum School Leadership Reading Academy Cohort Coordinators	Nov 30%	Feb	Apr	June
Title I Schoolwide Elements: 2.4				

Strategy 3: Implement effective systems of support for ELL's and students in special populations in reading and writing.	Reviews			
Strategy's Expected Result/Impact: Improve STAAR performance by 5%.	Formative			Summative
Project Lead: RtI Principals School Leadership Digital Learning (Libraries)	**Nov**	**Feb**	**Apr**	**June**
	30%			

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

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

Performance Objective/Specific Result 2: Graduating seniors will increase overall CCMR Meets from 60% to 75% and Reduce Gaps by 25% of Current Levels by 2024. Our annual rate of progress will include: Year 1=63%, Year 2=66%, Year 3=69%, Year 4=72%, and Year 5=75%.

HB3 Goal

Evaluation Data Sources: State TAPR Reports
On-Data Suite Reports

Summative Evaluation: None

| Strategy 1: Improve COLLEGE ACCESS through the Dallas County Promise program.	Reviews			
Strategy's Expected Result/Impact: Increase college applications from 95% to 97% for graduating seniors. Increase FAFSA/TASFA completion by 1% from 76% to 77% for gradating seniors. Increase Dallas County Promise pledge completion by .5% from 99.5% to 100% of eligible seniors. Improve Scholarship totals from $38,889,272 to $45,000,000 for graduating seniors. **Project Lead:** Director of Guidance, Counseling and College Readiness High School Counselors College, Career, and Military Readiness Coaches AVID teachers	**Formative**			**Summative**
	Nov	Feb	Apr	June
	25%			

Strategy 2: Increase PARENT EDUCATION on college readiness and college access.	Reviews			
Strategy's Expected Result/Impact: Parent college-career training attendance numbers in excess of 400 districtwide. **Project Lead:** Director of Guidance, Counseling and College Readiness AVID Coordinator School Counselors (All levels) AVID Teachers College, Career, and Military Coaches	**Formative**			**Summative**
	Nov	Feb	Apr	June
	10%			

Strategy 3: Improve COLLEGE READINESS performance based on TSI criteria (dual credit enrollment, TSIA/SAT/ACT)	Reviews			
Strategy's Expected Result/Impact: Improve number of students who earn 9 or more dual credit hours by 3% from 19% to 22% by 2021. Improve TSI met status on TSIA/SAT/ACT from 20% to 22% by 2021. **Project Lead:** Director of Guidance, Counseling, and College Readiness AVID Coordinator School Counselors Parent Liaisons	**Formative**			**Summative**
	Nov	Feb	Apr	June
	20%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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

Performance Objective/Specific Result 3: Improve CAREER READINESS performance.

HB3 Goal

Evaluation Data Sources: State TAPR report

Summative Evaluation: None

| Strategy 1: Increase the number of students who earn an industry-based certification from 5% to 10% by 2021.	Reviews			
Strategy's Expected Result/Impact: Students will achieve industry certification mastery needed to enter into the workforce upon graduation from high school.	Formative			Summative
Project Lead: Director of Career and Technical Education (CTE) CTE Coordinators	Nov	Feb	Apr	June
	20%			

Strategy 2: Create new business partnerships for each Signature Studies program which will provide guidance, internships, and mentors for the programs.	Reviews			
Strategy's Expected Result/Impact: Increase business partners by 15%	Formative			Summative
Project Lead: Director of Career and Technical Education CTE Coordinators	Nov	Feb	Apr	June
	25%			

Strategy 3: Improve parent knowledge of ENDORSEMENT PLANS and future career pathways.	Reviews			
Strategy's Expected Result/Impact: Parent support of student high school course selection, endorsement completion, and college major/career decisions.	Formative			Summative
Project Lead: Director of Career & Technical Education Director of Guidance, Counseling, & College Readiness AVID Coordinator	Nov	Feb	Apr	June
	15%			

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

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS, Language Tracker, Walkthrough Data

Summative Evaluation: None

Strategy 1: Professional Development on supporting students in Reading, Listening, Speaking and Writing will be provided for Principals, Campus Support Staff, and Teachers	Reviews			
Strategy's Expected Result/Impact: English Learners will attain a minimum of 1 years progress on English language proficiency as measured by the TELPAS Composite score. **Project Lead:** Directors of Bil/ESL services, Bil/ESL Coordinatorsand Specialists, **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Formative			Summative
	Nov	Feb	Apr	June
	30%			

Strategy 2: Scaffolds for English Learners will be included in K-12 ELAR curriculum to support teachers in improving students listening and speaking proficiency levels.	Reviews			
Strategy's Expected Result/Impact: English Learners will attain a minimum of 1 years progress on English language proficiency as measured by the TELPAS Composite score. **Project Lead:** Directors of Bil/ESL services, Bil/ESL Coordinatorsand Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Formative			Summative
	Nov	Feb	Apr	June
	65%			

0% No Progress	100% Accomplished	⟶ Continue/Modify	✗ 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.

Targeted or ESF High Priority

Evaluation Data Sources: MAP results and STAAR results

Summative Evaluation: None

Strategy 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 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.	Nov	Feb	Apr	June
Project Lead: Director of Special Education Curriculum/ Director of Special Education Assessment **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability**	30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 Sources: Fall 2020 Student enrollment; Attendance at Go Irving school choice expo; Social media analytics;
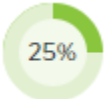
Summative Evaluation: None

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 Sources: Increase in teacher recruitment

Summative Evaluation: None

Strategy 1: Create screening and interviewing criteria to inform campus hiring practices.	**Reviews**			
Strategy's Expected Result/Impact: Provide training to campus hiring teams on screening and interviewing candidates during peak hiring season. Expand on existing standardized interview question banks for campus-level teacher recruitment of qualified candidates. **Project Lead:** Executive Director of Human Resources Directors of Human Resources	**Formative**			**Summative**
	Nov	Feb	Apr	June
	20%			

Strategy 2: Expand current alternative certification program university partnerships to include a focus on the acquisition of student teachers and alternatively certified candidates and their growth into certified teachers.	**Reviews**			
Develop social media presence to promote job opportunities within Irving ISD. **Strategy's Expected Result/Impact:** Increase number of student teachers and interim teachers hired as certified teachers by end of the 2020-2021 school year, and generate increased involvement with university and community partnerships and Irving ISD's FIT program to provide support to student and interim teachers. **Project Lead:** Executive Director of Human Resources Directors of Human Resources	**Formative**			**Summative**
	Nov	Feb	Apr	June
	25%			

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

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

Performance Objective/Specific Result 2: Retain life changing educators within Irving ISD

   Evaluation Data Sources: Increase retention rate

   Summative Evaluation: None

Strategy 1: Expand the LEAP program in 2020-2021 as a continued "grow your own" pipeline. Build on an additional cohort into the LEAP program that sustains several pathways of leadership development (instructional leadership and aspiring administrative leadership).
 	
Continue building on the ConnectEd program to provide robust teacher induction and mentoring that equips new teachers as instructional leaders in their classrooms.
   Strategy's Expected Result/Impact: Fill 5% of leadership vacancies with current or former LEAP cohort participants.
 	
   Increase in teacher retention rate for teachers with 0-3 years of experience as a part of the ConnectEd program.
 	
   Project Lead: Executive Director of Human Resources
Directors of Human Resources
Director of Professional Learning
	Reviews			

	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%			

Strategy 2: Expand stay interview data collection to proactively receive feedback from campus staff.
 	
Update exit surveys.
 	
Enhance the data collection and analysis with campus administrators to train on teacher retention trends.
 	
Provide training for campus administrators through HR Academy and Learn2Lead sessions.
   Strategy's Expected Result/Impact: By May 2021, collect data, both verbal and written, from retained staff at selected campuses through stay interviews.
 	
   Increase the teacher retention rate from 85% to 87%.
 	
   Teacher turnover will be reduced by 3% or more.
 	
   Project Lead: Executive Director of Human Resources
Directors of Human Resources
	Reviews			

	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%			

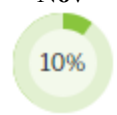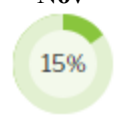| 0% No Progress	100% Accomplished	➡ Continue/Modify	✕ Discontinue

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

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

    Evaluation Data Sources: Increase in student support programs and services.
Increase in employee satisfaction with internal communication.
Safe use of technology.

    Summative Evaluation: None

Strategy 1: Provide engaging programs for students and parents to increase involvements in support resources.	Reviews			
Strategy's Expected Result/Impact: Increase engagement opportunities through the parent centers and district wide programs by 10%.	**Formative**			**Summative**
Increase engagement opportunities through the use of Campus Libraries by students and families by 10 %.	**Nov**	**Feb**	**Apr**	**June**
Project Lead: Parent Engagement Coordinators Campus Principals Library Services Coordinator				

Strategy 2: Create better internal communication at the campus and district level.	Reviews			
Strategy's Expected Result/Impact: Survey data will indicate a positive trend with staff in regard to communication.	**Formative**			**Summative**
Project Lead: Communications School Leadership Campus Principals	**Nov**	**Feb**	**Apr**	**June**

Strategy 3: Create and implement effective support systems and programs for students and parents.	Reviews			
Strategy's Expected Result/Impact: Increase outreach services and program contacts by 25%.	**Formative**			**Summative**
Project Lead: Director of Guidance, Counseling and College Readiness At-Risk Coordinator Coordinators of Parent Programs	**Nov** 15%	**Feb**	**Apr**	**June**

Strategy 4: Enhance the current mentoring program that is diverse and impacts students at all campuses.	Reviews			
Strategy's Expected Result/Impact: Increase the number of mentors at each campus by 10%.	**Formative**			**Summative**
Project Lead: Director of Guidance, Counseling and College Readiness At-Risk Coordinator	**Nov** 10%	**Feb**	**Apr**	**June**

Strategy 5: Ensure that teachers and staff each have access to their own device (and internet connectively as needed) and are trained in the safe and responsible use of technology (devices, hotspots, equipment, peripherals, etc.) so they may model and teach students to use technology responsibly:	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5: Ensure that teachers and staff each have access to their own device (and internet connectively as needed) and are trained in the safe and responsible use of technology (devices, hotspots, equipment, peripherals, etc.) so they may model and teach students to use technology responsibly:

- Ongoing training provided on the safe and proper use of all district technology through webinars, on-demand training, lessons, courses, etc., with the support of campus digital learning coaches and librarians.

- 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.

- Acknowledgement of the Acceptable Use Policy (AUP) by every Irving ISD staff member and student (and/or guardian).

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.

    Strategy's Expected Result/Impact: 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.

    Project Lead: Technology / Digital Learning

Nov: 25%

Strategy 6:
Cyber Security - Ensure that students and staff are trained in the safe and responsible use of the internet for both in-person and remote learning instruction, including our learning management system, digital resources, social media, phishing attempts, and digital citizenship. This will be accomplished by :
 	
- providing ongoing training to teachers, staff, and students through the Digital Learning Coaches (DLCs), Counselors, Librarians, and Security Resource Officers (SROs) in digital citizenship for the responsible use of technology for learning.
 	
- providing ongoing training to teachers, staff and students through webinars, on-demand courses and modules, emails, direct video instruction in the use of digital tools, devices, and resources for both in-person and remote learning.
 	
- 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.
	Reviews			

	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
	25%			

Strategy's Expected Result/Impact: The implementation of these steps will ensure that our students and staff are well trained in the safe and acceptable use of the 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.
Project Lead: Technology / Digital Learning

Strategy 7: Define job duties for Irving Police Department School Resource Officers (SRO) to comply with Texas Senate Bill 11 **Strategy's Expected Result/Impact:** Define the job duties for the SRO's in the memorandum of understanding (MOU) between Irving ISD and the City of Irving. **Project Lead:** Safety and Security Director	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 Sources: The final approved memorandum of understanding

    Summative Evaluation: None

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

Performance Objective/Specific Result 3: Create threat assessment teams

    Evaluation Data Sources: Functioning threat assessment teams

    Summative Evaluation: None

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

Performance Objective/Specific Result 4: Increase the number of district and campus staff trained to recognize and respond to the needs of all learners.

Evaluation Data Sources: Eduphoria, Edugence

Summative Evaluation: None

Strategy 1: Through a partnership with the Cultural Intelligence Center, Irving ISD will develop a comprehensive plan to train all Irving ISD professional staff, including Trustees and District Leadership at all campuses, and all Professional Central Office Employees, on developing Cultural Intelligence (CQ).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 100% of professional staff will be trained to increase their cultural intelligence by receiving targeted training on cultural values and cultural competencies by August 2021.	Nov	Feb	Apr	June
Project Lead: Professional Development Team	0%			
Title I Schoolwide Elements: 2.6				
Funding Sources: Train the Trainers Sessions, Workshops, and Assessments from The Cultural Intelligence Center - 255 - Title II, Part A - $187,537				
Strategy 2: Through the use of CASEL and Sanford Harmony resources, Irving ISD will develop a comprehensive plan to train all Irving ISD professional staff on responding to the social and emotional needs of all learners.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 100% of professional staff will be trained on Trauma-Informed Practices, Grief, Self and Social Awareness, CASEL 3 Signature Practices, and Restorative Practices by February 2021.	Nov	Feb	Apr	June
Project Lead: Robin Bayer, Sofia Galvan	0%			
Title I Schoolwide Elements: 2.6				

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

District Improvement Committee

Committee Role	Name	Position
Committee Member	Sheila Peragine	Chair
Classroom Teacher	Hailey Chac	Co-Chair
Community Representative	Charles Schmidt	Committee Member
Community Representative	MyChana Burton	Committee Member
Community Representative	Charles Nutt	Committee Member
Parent	Dr. Debra Baldwin	Committee Member
Administrator	Curtis Mauricio	Committee Member
Business Representative	Bruce Burns	Committee Member
Community Representative	James Wells	Committee Member
Parent	Mark Dennehy	Committee Member
Business Representative	Damond Muhammad	Committee Member
Business Representative	Rob Behrend	Committee Member
Business Representative	Rusty Averitt	Committee Member
Parent	Khalilah Washington	Committee Member
Parent	Ralph Morgan	Committee Member
Parent	Beth Hall	Committee Member
Parent	Arthan Gilder	Committee Member
Parent	Deidra Early	Committee Member
Parent	DeeDee Humphrey	Committee Member
Parent	Ginger Holland	Committee Member
Parent	Anita de la Isla	Committee Member
Classroom Teacher	Mary Johansen	Committee Member
Classroom Teacher	William Howell	Committee Member
Classroom Teacher	Jennifer Dunbar	Committee Member
Classroom Teacher	Brittany Holmes	Committee Member
Classroom Teacher	Jonni Parker	Committee Member
Classroom Teacher	Jamie Woodward	Committee Member

Committee Role	Name	Position
Classroom Teacher	Whitney Blocker	Committee Member
Classroom Teacher	Rashadd Calaham	Committee Member
Classroom Teacher	ReJohnna Lindzie	Committee Member
Classroom Teacher	Prana Thoppil	Committee Member
Classroom Teacher	Rachel Stonecipher	Committee Member
District-level Professional	Dr. Yueyue Fan	Committee Member
District-level Professional	Eber Perla	Committee Member
Non-classroom Professional	Charley Alday	Committee Member
Non-classroom Professional	Shonda Thompson	Committee Member
Non-classroom Professional	Adrienne Brown	Committee Member

District Funding Summary

			255 - Title II, Part A		
Goal	**Performance Objective/Specific Result**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	1	Train the Trainers Sessions, Workshops, and Assessments from The Cultural Intelligence Center		$187,537.00
				Sub-Total	$187,537.00
				Grand Total	$187,537.00