

**Irving Independent School District**

**DISTRICT  
IMPROVEMENT  
PLAN**

**2005-2006**

**Approved by the  
Board of Education**

**April 11, 2005**

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## **Vision Statement**

The Irving ISD shall be recognized as the premier provider of educational services that meets the needs of every student.

## **Mission Statement**

The Irving ISD, in partnership with families and the community, resolves to meet the educational needs of students by cultivating the skills of learning, thinking and communicating.

## **Board Goals - 2004-2005 for the 2005-2006 School Year**

1. Provide a safe, secure and orderly environment at school and at school-sponsored events for staff, students, parents and patrons of the Irving ISD.
2. Achieve an exemplary District rating in Texas with each campus achieving a rating above academically acceptable and meeting No Child Left Behind standards.
3. Strengthen all advanced academic and elective curricula and continue to implement procedures that insure full and equal access for all students to all advanced academic and elective classes, as well as extra-curricular and co-curricular activities.
4. Continue to infuse technology into teaching and learning in meaningful ways to improve student achievement.
5. Provide salary, benefits, professional development, training, and working conditions conducive to recruiting and retaining high quality, highly qualified professional and paraprofessional staff whose culture and ethnic origins reflect the diversity of the Irving ISD student population.
6. Work aggressively to influence legislators and educate District stakeholders about the crisis in public education funding due to the loss of meaningful discretion in setting a local tax rate and continuing increase in student enrollment.

**DISTRICT IMPROVEMENT PLAN  
for  
2005-2006**

**Introduction**

Board Policy BQA (Local) states, "The District Improvement Committee (DIC) shall be involved in establishing and reviewing the District's education plans, goals, performance objectives, and major classroom instructional programs." Each year DIC members contribute many hours to this process. Your various perspectives are essential to the preparation of a district improvement plan that will provide direction for the upcoming school year. Thank you for your ideas, your time, and your dedication to Irving ISD.

*Irving Independent School District*

**District Improvement Committee  
2004-2005**

**Bob Harper, Chair  
Lulu Cruz, Vice Chair**

<b>Inelda Alaniz</b> Librarian	<b>Heather Ashley</b> Community	<b>Suzy Beeman</b> Community
<b>Martin Brumit</b> High School Teacher	<b>Trish Bujarski</b> Business	<b>Deborah Cottle</b> Elementary Teacher
<b>Cody Cotton</b> Student	<b>Jim Crawford</b> Business	<b>Lulu Cruz</b> Parent
<b>Brant Darnell</b> Elementary Teacher	<b>Bobbie Doxey</b> Parent	<b>Calvin Durst</b> High School Teacher
<b>David Foerch</b> Community	<b>Wayne Foster</b> Parent	<b>Bob Harper</b> Parent
<b>Phyllis Horton</b> Elementary Teacher	<b>Steve Knight</b> High School Teacher	<b>Carol Lanier</b> Middle School Teacher
<b>Jolene Lear</b> Business	<b>Lori Lorenz</b> Parent	<b>Brian Masegee</b> High School Teacher
<b>Rachel Moon</b> Business	<b>Chris Morgan</b> Elementary Administrator	<b>Jenette Morgan</b> Elementary Teacher
<b>Gerald Muhammad</b> Administrative Intern	<b>Carolynn Paschell</b> Parent	<b>Rachel Reeves</b> Student
<b>Esil Reiser</b> Parent	<b>Becky Scherschell</b> Parent	<b>Sharon Sweat</b> Parent
<b>Lynda Smith</b> Community	<b>Michelle Thompson</b> High School Administrator	<b>Adam Turner</b> Elementary Teacher
<b>Courtney Washington</b> Middle School Administrator	<b>Margaret Watrous</b> District Representative	<b>Jennifer Wittrock</b> Counselor
<b>Lisa Wofford</b> Parent	<b>Liliana Wright</b> Elementary Teacher	<b>Tia Vess</b> Student
	<b>Diep Vo</b> Student	

**District Improvement Plan  
Sub-Committees  
2004-2005**

**Safety & Security**

DIC Members: Lisa Wofford - Parent  
Steve Knight - HS Teacher  
Calvin Durst - HS Teacher  
Jennifer Wittrock - Counselor (Districtwide)

District Support Members: Nickie Weaver- Director, Grant Services  
Lee Watts - Director, Data Processing/Networking  
Beverly Owen - Coordinator, Secondary Counseling

District Facilitator: Pat Lamb - Asst. Director, Security/Operations

**Core Academic Performance Committee  
(Language Arts, Science, Social Studies, Mathematics)**

DIC Members: Chris Morgan - Elementary Administrator  
Tia Vess - Student  
Rachel Reeves - Student  
Michelle Thompson - High School Administrator  
Wayne Foster - Parent  
Brant Darnell - Elementary Teacher  
Brian Masegee - High School Teacher  
Gerald Muhammad - Administrative Intern  
Phyllis Horton - Elementary Teacher  
Adam Turner - Elementary Teacher

District Support Members: Jacque Garcia - Coordinator, Science PK-5  
Faith Ann Adams - Coordinator, Elem. Lang. Arts  
Diane Kreger - Coordinator, Lang. Arts 6-8  
Connie Kilday - Coordinator, Math 6-8  
Tonie Garza - Director, Bil/ESL/Other Languages  
Beverly Wilson - Coordinator, Elementary Math

Sam Farsaii - Director, Instructional Technology  
Vivian Schmitz - Coordinator, Elementary Math  
Jean Hunter-Batty, Coordinator-Interim  
Assessment Coordinator  
Cheryl Bowden - Coordinator, Science 6-12

District Facilitators: Chuck Chernosky - Division Director, Secondary  
Teaching & Learning  
Cheryl Jennings - Division Director, Elementary  
Teaching & Learning

### **Attendance and Dropout Prevention**

DIC Members: Lulu Cruz - Parent  
Rachel Moon - Business  
Liliana Wright - Elementary Teacher  
Courtney Washington - MS Administrator

District Support Members: Abby Melton - Director, Data Services & PEIMS  
Judy Christopher - Director, Career & Technology  
Loretto Patterson - Coordinator, HS Special Ed.

District Facilitator: Lane Ladewig - Division Director, Campus  
Operations K-12

### **Parent Involvement**

DIC Members: Bob Harper - Parent  
Lori Lorenz - Parent  
Carol Lanier - MS Teacher  
Sharon Sweat - Parent  
Lynda Smith - Community

District Support Members: Mollie Lusty - Coordinator, MS Special Ed.  
Nora Fabela - Coordinator, Elem. Bil/ESL  
Monica Gonzalez - Coordinator, Elem. Lang. Arts  
Vicky Nicolle - Coordinator, Elem. Counseling  
Bobbie Rogers - Coordinator, Elem. Bil/ESL

District Facilitator: Judy Rudebusch - Division Director, Special Services

**Advanced Courses and Testing: Equal Access to Academics & Electives (AP, Recommended & DAP Diplomas, SAT, ACT, etc.)**

DIC Members: Carolynn Paschall - Parent  
Bobbie Doxey - Parent  
Jolene Lear - Business  
Heather Ashley - Community  
Diep Vo - Student  
Becky Scherschell - Parent

District Support Members: Debbie George - Director, GT K-12  
Buzzy Green - Director, Fine Arts  
Joe Barnett - Director, Athletics  
Lupita Garcia - Director, Student Services  
Jacqueline Kennedy - Coordinator, Student Assessment  
Tammy Goolsby - Coordinator, Sec. Bil/ESL

District Facilitator: Whit Johnstone - Division Director, Planning/Evaluation/Research

**Integration of Technology**

DIC Members: Deborah Cottle - Elementary Teacher  
Esil Reiser - Parent  
Margaret Watrous - District Representative  
Cody Cotton - Student  
Jenette Morgan - Elementary Teacher  
David Foerch - Community

District Support Members: Brenda Martin - Coordinator, Lang. Arts 9-12  
Susan Ramos - Coordinator, Elementary Lang. Arts  
Sandra Turner - Coordinator, Elementary Math  
Sherry Perkins - Coordinator, Social Studies PK-12  
Caroline Kienzle - Director, Learning Resources

Sharon Bothe - Coordinator, Math 9-12  
Keith Larson - Director, Technical Services

District Facilitator: Alice Owen - Executive Director, Technology

### **Quality Personnel Recruitment, Retention, & Staff Development**

DIC Members: Trish Bujarski - Business  
Martin Brumit - HS Teacher  
Inelda Alaniz - Librarian (Districtwide)  
Suzy Beeman - Community  
Jim Crawford - Business

District Support Members: Madalyn Teal - Director, Special Education  
Robin Shrode - Coordinator, Staff Development  
Sarah Littrell - Coordinator, Elementary GT

District Facilitator: Neil Dugger - Director, Personnel

### **Board Goal #6**

DIC Members:

District Support Members:

District Facilitator: Tony Thetford - Director, Public Information

### **No Child Left Behind**

(Committee reviewed plan to assure it met  
federal funding requirements)

# **District Improvement Plan**

## **Summary Pages from Sub-Committees**

DISTRICT IMPROVEMENT PLAN  
2005-2006

**"Safety & Security"**

**BOARD GOAL #1**

Provide a safe, secure and orderly environment at school and at school-sponsored events for staff, students, parents and patrons of the Irving ISD.

**PERFORMANCE OBJECTIVE**

Develop programs that provide for a safe, secure and orderly environment at schools and school-related events.

**ASSESSMENT**

Crisis events, ranging from interpersonal challenges to police intervention, create the ongoing requirements of crisis management, intricate security planning, and appropriate counseling prevention, intervention, and postvention methodologies.

**STRATEGIES**

- Implement research-based violence prevention with appropriate staff development training provided.
- Select, provide training and implement a research-based drug abuse prevention curriculum for grades 6 and 8-12.
- Provide continuing support for the comprehensive suicide prevention program.
- Conduct a comprehensive security threat assessment of district resources.
- Maintain a continued association with the Irving Office of Emergency Preparedness to train and prepare for crisis events.
- Ensure crisis management/emergency response action protocols for district personnel are current, comprehensive, and effective; investigate including new protocols relative to blood borne pathogens, food borne toxins, and use of automatic external defibrillators. Publish response actions on the district website.
- Continue campus crisis management tabletop training exercises to be conducted no less than one time per school.
- Develop an IISD Information Security Plan to protect and safeguard information assets and technology resources.

- Upgrade the existing *CCTV* (closed circuit TV) system to incorporate state-of-the-art surveillance technology at all campuses housing *CCTV* presently.
- Install *CCTV* at all middle schools.
- Evaluate visitor identity software/hardware to be used at all campuses.
- Evaluate "mass contact" software (e.g., parent/community email alert system used in Lewisville ISD) to be used in conjunction with the district's website.

DISTRICT IMPROVEMENT PLAN  
2005-2006

**"Core Academic Performance Committee"**  
**(Language Arts, Science, Social Studies, Mathematics)**

**BOARD GOAL #2**

Achieve an exemplary District Rating in Texas with each campus achieving a rating above academically acceptable and meeting No Child Left Behind standards.

**PERFORMANCE OBJECTIVE**

90% mastery of all students and student subgroups and 20% commended performance for all students on the Texas Assessment of Knowledge and Skills, SDAA, LDAA, and other components of the Texas Assessment program in English Reading, Language Arts, Mathematics, Science, and Social Studies.

**ASSESSMENT**

TAKS 2004: Grade 3 English-Reading 88.1, Math 88.3; Grade 3 Spanish-Reading 77.3, Math 78.6; Grade 4 English-Reading 81.6, Writing 83, Math 85.8; Grade 4 Spanish-Reading 82, Writing 82.8, Math 72.8; Grade 5 English-Reading 76.5, Math 86.2, Science 65.8; Grade 5 Spanish-Reading 69.3, Math 63, Science 31.2; Grade 6 English-Reading 82, Math 82.4; Grade 7-Reading 86.9, Math 81.5, Writing 80.5; Grade 8-Reading 88.9, Math 79.5, Social Studies 92.9; Grade 9-Reading 82.7, Math 63.6; Grade 10-ELA 77.4, Math 72.6, Science 67.6, Social Studies 89.1; Grade 11-ELA 70.2, Math 64.5, Science 67.2, Social studies 90.2; Sum of 3-10-ELA 74.8, Writing 78.1, Math 69.5, Social studies 84.4, Reading 77.3, Science 47

**STRATEGIES**

- Continue to, revise, expand, and align state and district curriculum to **Texas Assessment Program** specifications.
- Increase use of a curriculum management system that provides support for the teachers in making data-driven decisions.

- Provide ongoing training for administrators on effective monitoring strategies. Use these strategies to reinforce district and campus instructional initiatives.
- Promote literacy through research-based strategies in grades PK through 12 with a special emphasis in grades 3, 5, 6, and 11.
- Promote retention of knowledge and application of higher order thinking skills through scientifically-based research strategies in grades PK through 12 Social Studies.
- Enhance teachers' mathematics background using research-based methods to equip them to deliver problem-solving strategies in grades PK through 12.
- Promote scientific thought and higher cognitive levels through inquiry-based learning, PK through 12.

DISTRICT IMPROVEMENT PLAN  
2005-2006

**"Attendance and Dropout Prevention"**

**BOARD GOAL #2**

Achieve an exemplary District rating in Texas with each campus achieving a rating above academically acceptable and meeting No Child Left Behind standards.

**PERFORMANCE OBJECTIVE**

Improve student attendance to 97% district-wide.

**ASSESSMENT**

2000-01 96.00%; 2001-02 95.81%; 2002-03 95.6%; 2003-04 95.9% (of the 34 campuses 27 had less than 97%, 7 had greater than 97%)

**STRATEGIES**

- Provide "Best Practice" in-service for improving campus attendance.
- Continue to recognize perfect attendance using certificates and material rewards.
- Continue and expand semester exam policy for high school students with excellent attendance.
- Continue to provide instructional programs to address needs of all students, (i.e., Career and Technology, Special Education, MEGA, Night School, GED, TAPPS, Academy HS, CAPS, tutoring, summer school, OEYP, UBCL MS, and Language Development Center).
- Promote parent awareness of the importance of maintaining daily attendance.
- Survey all campuses and provide list of successful attendance incentives to all campuses

**PERFORMANCE OBJECTIVE**

Maintain an annual dropout rate of less than 1% for 7<sup>th</sup> and 8<sup>th</sup> grade students. Increase the completion rate to 98% for grades 9-12.

**ASSESSMENT**

1998-99 0.5%, 1999-00 0.5%, 2000-01 0.3%, 2001-02 0.6%, 2002-03 0.3%, completion rate; Class of 2001 96.5%; Class of 2002 97.7% Class of 2003 98.2%

(completions rate includes GED recipients). Annual dropout rate for 7<sup>th</sup> and 8<sup>th</sup> grade students 2002-2003 was 0.2%.

## **STRATEGIES**

- Implement current changes in dropout calculation to be used by Texas as defined by the Center for Education Statistics, a research arm of the U.S. Department of Education.
- Review attendance procedures to ensure adequate time is allotted for researching excessive absences that could lead to student drop-outs.
- Review the duties of attendance clerks with campus administrators to ensure adequate time is provided to follow-up on excessive absences that lead to dropouts.
- Continue to concentrate support at schools with high dropout rates and lower completion rates.
- Provide exit interview for students dropping out of school. Provide alternatives to dropping out of school and discussion of alternative programs.
- Continue to provide instructional programs to address needs of at-risk students, (i.e., Career and Technology, Special Education, MEGA, Night School, GED, TAPPS, Academy HS, CAPS, tutoring, summer school, OEYP, UBCL MS, and Language Development Center).
- Continue IISD Dropout Prevention and Recovery Plan. Review manual for attendance and dropout procedures.
- Explore increased involvement of non-profit organizations to support, prevent and recover dropouts, (i.e., STEPS, Phoenix House, etc.).
- Develop and implement a plan to measure and monitor the high school completion rate.
- Continue the implementation of the Career Guidance Program K-12; continue to provide publications for students and parents that clearly list and describe available instructional programs.

DISTRICT IMPROVEMENT PLAN  
2005-06

**"Parent Involvement"**

**BOARD GOAL #2**

Achieve an exemplary District rating in Texas with each campus achieving a rating above academically acceptable and meeting No Child Left Behind standards.

**PERFORMANCE OBJECTIVE**

Expand meaningful parental involvement based on the revised Title I Parental Involvement Policy and measured by annual evaluation of parent involvement by parents.

**ASSESSMENT**

Title I Parent Involvement Policy developed Spring 2005; implementation plan launched 2005-2006; 100% campuses have parental involvement plans - coordination of parental involvement between campuses and special programs is needed.

**STRATEGIES INCLUDING STAFF DEVELOPMENT**

- Disseminate Title I Parental Involvement Policy across campuses and stakeholder groups.
- Provide mechanism for coordination and communication among parent groups in the district (Parent Advisory Council, Migrant Parent Advisory Council, HIPPPY parents, Special Education Parent Advisory Committee, Campus Parent Groups, etc).
- Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.
- Develop a system for small group information sharing and counseling regarding college and other post-high school options for parents and high school juniors and seniors. Provide a parent information link on IISD's website to highlight: college entrance procedures, financial aid sources, timeline for college applications, list of other post graduation options.
- Develop a network of parent support for school transitions (e.g., elementary to middle school).

- Continue to provide Home Instruction for Parents of Pre-School Youngsters (HIPPY) services for the parents of 3, 4 and 5 year old children.
- Continue experiential workshops and counseling for parents with children in Secondary Reassignment and/or Elementary Development Center (EDC), or other families referred by campus administration.
- Provide workshops and support services for parents of migrant students. Increase collaboration between IISD staff and migrant parents.
- Support campuses in parental involvement/choice provisions of No Child Left Behind, including communication with all parents about teacher certification, home-school compacts, and campus & student performance information.
- Develop, administer and analyze annual evaluation of parental involvement policy and activities.

DISTRICT IMPROVEMENT PLAN  
2005-2006

**“Advanced Courses and Testing:  
Equal Access to Academics & Electives”**  
(AP, Recommended & DAP Diplomas, SAT, ACT, etc.)

**BOARD GOAL #3**

Strengthen all advanced academic and elective curricula and continue to implement procedures that insure full and equal access for all students to all advanced academic and elective classes, as well as extra-curricular and co-curricular activities.

**PERFORMANCE OBJECTIVE**

Increase the percentage of students in advanced academic courses to 25%.

**STRATEGIES**

- Communicate the importance and advantages of completing advanced courses.
- Provide on-going professional development to enable teachers to utilize research-based practices, including innovative methods and strategies.
- Implement strategies to encourage all high school students to begin and complete a 4-year course of study in a Fine Arts discipline culminating in completion of at least one advanced Fine Arts course.

**PERFORMANCE OBJECTIVE**

Increase the percentage of scores of three (3) or higher on AP examinations by five (5) percentage points district-wide and at each high school campus.

**STRATEGIES**

- Clearly communicate expectations of AP course requirements by a variety of methods to teachers, counselors, parents and students prior to enrollment in the course.
- Develop an electronic system in EDSOFT to maintain records of individual student performance on AP exams and provide information by campus, by course and by teacher.

- Ensure vertical alignment and establish consistent standards and expectations in the Pre-AP and AP curriculum.
- Provide ongoing, comprehensive professional development opportunities for teachers that address the use of effective instructional strategies within the Pre-AP and AP curriculum.

### **PERFORMANCE OBJECTIVE**

Implement procedures that ensure **full and equal access** to all advanced academic and elective classes for 100% of students.

### **STRATEGIES**

- Provide a pre-AP program in middle school that will prepare students from all ethnic groups to successfully complete AP courses.
- Ensure that all populations of the District have access to assessment and, if identified, are offered GT services.
- Continue to expand the Middle School AP Spanish program to additional campus.
- Explore and recommend options for expanding high school student access to certain career and technology courses currently offered only at The Academy of Irving ISD.
- Deliver quality fine arts programs, including elementary music and art classes and K-5 instruction in theater arts TEKS that will provide every student with the skills and the desire to be a full participant in at least one fine arts program.
- Provide quality athletic programs and physical education classes that will encourage participation in athletics and the teaching of fundamental athletic skills for all students.

### **PERFORMANCE OBJECTIVE**

The IISD will have a 70% participation rate with 40% of students scoring at or above scores of 1110 on the SAT and 24 on the ACT for all students and student subgroups.

### **STRATEGIES**

- Establish the expectation that all students will take the PSAT/NMSQT, SAT AND ACT.

- Emphasize the importance of the SAT, ACT and the PSAT/NMSQT through parent information workshops, newspaper articles, the District's website and the District's cable television station.
- Continue to pay for the administration of the PLAN (ACT predictor) to all 9<sup>th</sup> graders and the PSAT (SAT predictor) to all 10<sup>th</sup> and 11<sup>th</sup> graders.
- Continue to increase the number of participants in the summer PSAT/SAT/ACT preparation course.
- The high schools will use peer mentors to communicate the importance of PSAT, SAT and ACT to all recent immigrant students participating in the ESL program.
- Gather online input from current seniors on district practices that encouraged or discouraged student performance and participation on college entrance exams.
- Administer and use the results of the 10<sup>th</sup> grade PSAT/NMSQT diagnostically and prescriptively to improve student scores on PSAT/NMSQT as 11<sup>th</sup> graders, boosting student performance in the National Merit Scholarship Competition and on the SAT.

## **PERFORMANCE OBJECTIVE**

Increase the percentage of students completing the Texas Recommended or Distinguished Achievement Programs to 75% or higher.

## **STRATEGIES**

- Communicate the importance and advantages of the Recommended High School Program and Distinguished Achievement Program with parents and students beginning in Pre-K.
- Place students in the Recommended High School Program and guide them toward the Distinguished Achievement Program beginning in the 6<sup>th</sup> grade.
- Provide innovative and varied curricular options to meet the advanced measures required for the Distinguished Achievement Program (DAP).
- Provide special recognition at Senior Awards Assembly and a footnote in the printed high school graduation programs recognizing candidates for the Distinguished Achievement Program.

DISTRICT IMPROVEMENT PLAN  
2005-2006

**“Integration of Technology”**

**BOARD GOAL #4**

Continue to infuse technology into teaching and learning in meaningful ways to improve student achievement.

**PERFORMANCE OBJECTIVE 1**

Integrate technology into teaching and learning experiences.

**ASSESSMENT**

The district must meet certain local, state and national mandates for integrating technology into the curriculum. Technology integration has been identified as a district mandate. The state of Texas requires that all districts teach the Technology Applications TEKS as a part of the enrichment curriculum. The No Child Left Behind act requires that all districts must fully integrate technology into the curriculum by 2006 and show evidence of student proficiency by 2013.

**STRATEGIES**

- Convene curriculum writing teams comprised of content area teachers, curriculum specialists and technology specialists. Include in scope and sequence lesson resources and ideas that integrate technology into core content curriculum.
- Develop assessment items for use in online tools such as EdSoft, ACR, and Webcat.
- Establish a quality control committee to review lesson resources.
- Move toward more online textbooks and resources.
- Design student assessment to measure technology skills.
- Model and monitor acceptable use of Technology.
- Provide opportunities to orient new students to Irving ISD technology through peer mentoring.
- Utilize students to assist teachers with instructional projects.
- Upgrade hardware and software to support PreK - 5<sup>th</sup> reading assessments.

- Continue the use of technology for differentiated instruction for special populations.
- Publicize district success through Technology/Media Fair showing the impact of technology use in the district.
- Provide extended learning experiences with video conferencing and web-based learning that bring the real world into the classroom.
- Create a process to review all software for district-wide implementation and guidelines for campus-wide review and implementation.
- Acquire redundancy for Internet bandwidth.

## **PERFORMANCE OBJECTIVE 2**

Provide professional development for teachers to improve the quality of learning for all students.

## **ASSESSMENT**

Teachers need ongoing professional development in order to make an impact on teaching and learning which eventually results in achievement for students.

## **STRATEGIES**

- Video best practices of teachers for others to view as models.
- Model technology use in all staff development sessions.
- Provide training to new teachers to bring them up to district expectations for technology.
- Provide technology training that is job embedded.
- Expand job-alike training for all staff and support campuses in creating their own similar support groups.
- Create a variety of on-demand staff development.
- Provide opportunities for teachers to reflect on their technology practice using LoTI rubric.
- Require all administrators and teachers to complete two technology integrated lessons/projects per year for TechFusion.
- Provide training to teachers in classroom management in a 1.1 environment.
- Provide training in the use of web-based data tools and how to analyze data reports.

### **PERFORMANCE OBJECTIVE 3**

The district will use technology to communicate with parents and community members regarding district information and the use of technology for teaching and learning.

### **ASSESSMENT**

The district needs to continue to communicate with parents regarding important district information and find more ways to create access for parents to their students' data.

### **STRATEGIES**

- Maintain district website with up-to-date information for parents and community.
- Publicize to parents and community the impact and value of technology use.
- Continue to broadcast district school board meetings over local cable channel as well as other content and district events.
- Provide orientation sessions to parents of students who use one-to-one devices.
- Provide training for parents regarding technology resources available
- Place course information online.
- Through the HIPPY program, provide computer equipment to aide families with limited English speaking students.
- Work with business partners to create wireless access in public libraries and other agencies for community access.
- Work with business partners and the IISD Foundation to provide laptops to high school valedictorian and salutatorian as a reward for academic achievement.

DISTRICT IMPROVEMENT PLAN  
2005-2006

**"Quality Personnel, Recruitment, Retention &  
Staff Development"**

**BOARD GOAL #5**

Provide salary, benefits, professional development, training, and working conditions conducive to recruiting and retaining high quality, highly qualified professional and paraprofessional staff whose culture and ethnic origins reflect the diversity of the Irving ISD student population.

**PERFORMANCE OBJECTIVE 1**

100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" according to No Child Left Behind by the end of 2005-2006.

**ASSESSMENT**

In 2004-2005, 99% of all classroom teachers and instructional aides are highly qualified according to No Child Left Behind.

**STRATEGIES**

- All district and campus administrators will be knowledgeable on definition of NCLB Highly Qualified standards.
- Recruit and select new teachers and paraprofessionals that meet definition of Highly Qualified.
- Assist current professional and paraprofessional staff to meet the definition of Highly Qualified in current positions.
- Focus recruiting efforts on Highly Qualified professionals in critical needs areas.
- Improve employee selection skills and techniques of all supervisors with hiring responsibilities.

## **PERFORMANCE OBJECTIVE 2**

Increase minority professional staff by an average of 3% per year from 2005 through 2010 toward the goal to reflect the ethnic diversity of IISD student population.

### **ASSESSMENT**

In 2005-2006, 23.5% of classroom teachers were listed as minorities, while over 77% of our student bodies are listed as minorities. In the past four years, the rate of increase has varied from .9% to 2.5%.

### **STRATEGIES**

- Recruit in colleges and communities with high minority populations.
- Teach At Home Program will assist IISD students with an interest in teaching to get into a college program, assist with scholarship information, and ultimately return to IISD to teach in a critical needs area.
- Recruiting foreign teachers.
- Cooperate with local universities to encourage minority student teachers in all programs, with an emphasis on Bilingual, ESL, Special Education, etc.
- Cooperate with area alternative certification programs to encourage minority candidates to apply with Irving ISD.

## **PERFORMANCE OBJECTIVE 3**

The District will retain 90% of current professional and paraprofessional staff each year.

### **ASSESSMENT**

In the last five years, the turnover rate has varied from 15.3% to 19.4%.

### **STRATEGIES**

- Teacher Liaison Program to mentor first and second year teachers.
- Staff Development Programs to increase proficiency in English and Spanish of all staff to better meet needs of all students.
- Competitive salary and benefit package for all staff.

- Improved campus support for teachers in their first five years, (i.e., scheduling, mentoring, preparation).
- Provide training and incentives to get all teachers an ESL Supplement.
- Provide flexible delivery systems for Staff Development, especially enhanced training for all staff in the areas of Special Education, ESL, technology, and reading.
- Focused Staff Development training for second through fifth year leaders (i.e., CHAMPS).
- Implement fall and spring communication campaign with current staff regarding the continuing benefits and advantages to teaching in IISD.

#### **PERFORMANCE OBJECTIVE 4**

100% of all Irving ISD classrooms, in grades K through 4, will be no larger than 22 students.

#### **ASSESSMENT**

IISD has requested a class size waiver for both semesters in 2004-2005, with five classrooms exceeding the cap in the fall and fourteen in the spring. IISD has approximately 650 elementary classrooms subject to the cap.

#### **STRATEGIES**

- District will provide adequate staff to keep all classes at or under the 22-1 cap.
- Principals will evaluate each class on their campus for compliance, and make the necessary adjustments to keep all classes under 22-1.
- District will use Bond money to build adequate number of schools and classroom space to accommodate the classrooms needed.
- District will study long term growth patterns to anticipate facility and staffing needs.

*District Improvement Plan*

**Board Goal #1**

Provide a safe, secure and orderly environment at school and at school-sponsored events for staff, students, parents and patrons of the Irving ISD.

# **Safety & Security**

<b>GOAL: #1</b> Provide a safe, secure and orderly environment at school and at school-sponsored events for staff, students, parents and patrons of the Irving ISD.						
<b>PERFORMANCE OBJECTIVE:</b> Develop programs that provide for a safe, secure and orderly environment at school and school-related events.						
<b>NEEDS ASSESSMENT:</b> Crisis events, ranging from interpersonal challenges to police intervention, create the ongoing requirements of crisis management, intricate security planning, and appropriate counseling prevention, intervention, and postvention methodologies.						
<b>PROGRESS/RESULTS (end of year):</b>						
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING					<b>APPROVED BY:</b> DIC: 3/24/05                      Board: 4/11/05	
<b>TARGET GROUPS:</b> <input checked="" type="checkbox"/> G/T – gifted/talented; <input checked="" type="checkbox"/> C & T – career & technology; <input checked="" type="checkbox"/> LEP – limited English proficient; <input checked="" type="checkbox"/> ArR – at-risk; <input checked="" type="checkbox"/> Dyes-dyslexic <input checked="" type="checkbox"/> 504; <input checked="" type="checkbox"/> SpEd – Special Education						
✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Implement research-based violence prevention curricula, with appropriate staff development training provided.	All students, training for counselors	Director of Parent/ Student Services, Teachers, Counselors, Administrators	2005-2006	Currently, curricula used at the elementary level include “No Bullying”, “Protecting You, Protecting Me”. At the middle school level, “No Bullying” and “Project Alert” are used. Updated training is conducted annually.	Reduction in violent incidents, counselor time/task logs, teacher lesson plans, surveys, staff development sign-in sheets

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Select, provide training and implement a research-based drug abuse prevention curriculum for grades 6 and 8-12.	Affected students, training for counselors	Director of Parent/ Student Services, Teachers, Counselors, Administrators	2005-2006	"No Bullying" "Protecting You, Protecting Me," and "Character Education" are currently used	Reduction of substance abuse, surveys, counselor time/task logs, teacher lesson plans, staff development sign-in sheets
	Provide continuing support for the comprehensive suicide prevention program.	All students, District employees	Director of Parent/ Student Services	2005-2006	Staff development costs, local budget, Title IV funds	Reduction of suicide attempts, sign-in sheets for staff development, printed resource material
	Conduct a comprehensive security threat assessment of district resources.	All students and staff	Executive Director of Facilities Services, Assistant Director for Security and Operations, Principals, SROs	August 2005	Staff time, Security Consultation	Hardening of facilities, improvement in security awareness, decrease in criminal activity, and increase in video evidence of criminal activity
	Maintain a continued association with the Irving Office of Emergency Preparedness to train and prepare for crisis events.	All students and staff	Director of Parent/ Student Services, Assistant Director for Security and Operations	August 2005	Staff time, Materials	Crisis management exercise and debriefing report

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Ensure crisis management/emergency response action protocols for district personnel are current, comprehensive, and effective; investigate including new protocols relative to blood borne pathogens, food borne toxins, and use of automatic external defibrillators. Publish response actions on the district website.	All students and staff	Director of Public Information, Director of Parent/ Student Services, Assistant Director for Security and Operations	August 2005	Staff time, Materials	Resource materials are current and utilized
	Continue campus crisis management tabletop training exercises to be conducted no less than one time per school year.	All students and staff	Director of Campus Operations, Director of Parent/ Student Services, Assistant Director for Security and Operations	Ongoing	Staff time, Materials	All campuses conduct successful training

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Develop an IISD Information Security Plan to protect and safeguard information assets and technology resources.	All students and staff	Executive Director of Technology, Director of Data Processing and Networks, Director of Data Management Services, Director of Technology Services, Records Management	Ongoing	Security hardware and software, staff development, staff time, materials, curriculum and training costs	Hardware and software safeguards in place, a successful independent audit, a reduction in computer thefts, reduction in the number of successful viruses and unwanted intrusions
	Upgrade the existing CCTV system to incorporate state-of-the-art surveillance technology at all campuses housing CCTV presently.	All students and staff	Executive Director of Facilities Services, Assistant Director for Security and Operations, Principals, SROs	August 2005	Staff time, hardware/software surveillance equipment, Security Consultation	Decrease in criminal activity, and increase in video evidence of criminal activity

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Install CCTV at all middle schools.	All students and staff	Executive Director of Facilities Services, Assistant Director for Security and Operations, Principals, SROs	August 2005	Staff time, hardware/software surveillance equipment, Security Consultation	Decrease in criminal activity, and increase in video evidence of criminal activity
	Evaluate visitor identity software/hardware to be used at all campuses.	All students and staff	Executive Director of Facilities Services, Assistant Director for Security and Operations, Principals, SROs	August 2005	Staff time, hardware/software computer equipment, Security Consultation	Increase in positive visitor identification, decrease in number of visitors not authorized access to students and/or staff
	Evaluate "mass contact" software (e.g., parent/community email alert system used at Lewisville ISD) to be used in conjunction with the district's website.	All students and staff, community	Director of Public Information, Executive Director of Facilities Services, Assistant Director for Security and Operations, Principals	August 2005	Staff time, Security Consultation	Increase in information dissemination, community response to adverse conditions

*District Improvement Plan*

## **Board Goal #2**

Achieve an exemplary District rating in Texas with each campus achieving a rating above academically acceptable and meeting No Child Left Behind standards.

# **ACADEMICS:**

Language Arts

Social Studies

Mathematics

Science

<b>GOAL #2:</b>	Achieve an exemplary District rating in Texas with each campus achieving a rating above academically acceptable and meeting No Child Left Behind standards.					
<b>PERFORMANCE OBJECTIVE:</b>	90% mastery of all students and student subgroups and 20% commended performance for all students on the Texas Assessment of Knowledge and Skills (Texas Assessment Program), SDAA, LDAA, and other components of the Texas Assessment Program in English Reading, Language Arts, Mathematics, Science, and Social Studies.					
<b>NEEDS ASSESSMENT:</b>	TAKS 2004: Grade 3 English-Reading 88.1, Math 88.3; Grade 3 Spanish-Reading 77.3, Math 78.6; Grade 4 English-Reading 81.6, Writing 83, Math 85.8; Grade 4 Spanish-Reading 82, Writing 82.8, Math 72.8; Grade 5 English-Reading 76.5, Math 86.2, Science 65.8; Grade 5 Spanish-Reading 69.3, Math 63, Science 31.2; Grade 6 English-Reading 82, Math 82.4; Grade 7-Reading 86.9, Math 81.5, Writing 80.5; Grade 8-Reading 88.9; Math 79.5, Social Studies 92.9; Grade 9-Reading 82.7, Math 63.6; Grade 10-ELA 77.4, Math 72.6, Science 67.6, Social Studies 89.1; Grade 11-ELA 70.2, Math 64.5, Science 67.2, Social Studies 90.2; Sum of 3-10-ELA 74.8, Writing 78.1, Math 69.5, Social Studies 84.4, Reading 77.3, Science 47					
<b>PROGRESS/RESULTS (end of year):</b>						
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING				<b>APPROVED BY:</b> <b>DIC:</b> 3/24/05 <b>Board:</b> 4/11/05		
<b>TARGET GROUPS:</b> <input checked="" type="checkbox"/> G/T – gifted/talented; <input checked="" type="checkbox"/> C & T – career & technology; <input checked="" type="checkbox"/> LEP – limited English proficient; <input checked="" type="checkbox"/> ArR – at-risk; <input checked="" type="checkbox"/> Dyes-dyslexic <input checked="" type="checkbox"/> 504; <input checked="" type="checkbox"/> SpEd – Special Education						
<b>✓ = Complete</b>	<b>STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT</b>	<b>TARGET GROUP</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>TIMELINE START/ END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL FISCAL</b>	<b>EVIDENCE OF MONITORING/ ATTAINMENT</b>
	Continue to revise, expand, and align state and district curriculum to <b>Texas Assessment Program</b> specifications through the following tasks:	PK-12 Teachers and Administrators	Division Directors of Elementary and Secondary Teaching & Learning	June 2005 - August 2006	AEIS, <b>Texas Assessment Program</b> data, AP and SAT scores, current curriculum guides, stipends for K-12 vertical teaming, state and national standards, Combined funding	District aligned curriculum guides to <b>Texas Assessment Program</b> specifications based on guide criteria mentioned in task #3

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	<p><u>General Tasks:</u></p> <ol style="list-style-type: none"> <li>1. Review state and national standards.</li> <li>2. Determine curriculum improvement needs based on <b>Texas Assessment Program</b> data. Terra Nova/Supera data, AP/SAT data, reading inventories, TEKSchecks, and teacher surveys on guide usage.</li> <li>3. Evaluate current curriculum guides based on the following criteria: a) objectives correlated to all matched activities, b) objectives correlated to all matched resources, c) objectives correlated to all matched assessments, d) recommended time allocation for curriculum objectives, and e) recommended sequence of objectives.</li> <li>4. Vertically align the existing IISD curriculum using K-12 teams in each content area, and a) add identified research-based instructional strategies, b) specify expected cognitive level for each objective with examples, c) add research-based resources, d) revisions to guides based on needs in task 3, and e) add content specifications.</li> </ol>	<p>PK-12 Teachers and Administrators</p>	<p>Division Directors of Elementary and Secondary Teaching &amp; Learning</p>	<p>June 2005 - August 2006</p>	<p>AEIS, <b>Texas Assessment Program</b> data, AP and SAT scores, current curriculum guides, stipends for K-12 vertical teaming, state and national standards; Combined Funding*</p>	<p>District aligned curriculum guides to <b>Texas Assessment Program</b> specifications based on guide criteria mentioned in task #3</p>

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	<p>Increase use of a curriculum management system that provides support for the teachers in making data-driven decisions by:</p> <ol style="list-style-type: none"> <li>1. Using AEIS data in instructional decisions.</li> <li>2. Using a student tracking system to monitor progress of individual students.</li> <li>3. Refining district TEKScheck system to measure individual student proficiency on TEKS/<b>Texas Assessment Program</b> objectives and targets.</li> <li>4. Developing programs that address students focusing on:                             <ul style="list-style-type: none"> <li>• Credit retrieval</li> <li>• Credit acceleration</li> <li>• English Language Development Programs</li> <li>• Exit year students in danger of not graduating</li> <li>• Grades 3 and 5 students in danger of retention</li> </ul> </li> </ol>	<p>PK-12 students</p>	<p>Division Director of Research/ Planning/ Evaluation, Campus Principals, Director of Technology, Division Director of Special Services</p>	<p>June 2005 - June 2006</p>	<p>AEIS, data management system tracking system templates, TEKSchecks, research publications</p>	<p>Established data management system and student tracking system designed and implemented for use on all campuses. Assessment data (RPTE and <b>Texas Assessment Program</b>), course completion rates</p>

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Provide ongoing training for administrators on effective monitoring strategies. Use these strategies to reinforce district and campus instructional initiatives.	Adminis-trators	Coordinator of Staff Development	June 2005 – June 2006	Research publications, surveys identifying staff training needs, funds for presenters, stipends for training outside of regular instructional days, combined funding	Staff development evaluations, Administrative walkthroughs
	<p><b>LANGUAGE ARTS:</b> Promote literacy through research-based strategies in grades PK through 12 with a special emphasis in grades 3, 5, 6, and 11 by</p> <ol style="list-style-type: none"> <li>1) Providing differentiated training in <i>Put Literacy First</i> for teachers in grades K-3.</li> <li>2) Providing differentiated training in Reading Academies for teachers in grades K-6.</li> <li>3) Continuing implementation of the <i>Read Right</i> program on designated elementary and secondary school campuses.</li> </ol>	All students	Elementary teachers, Secondary Language Arts and Reading Teachers, Bilingual/ ESL and Language Arts Coordinators, Director of Instructional Technology, Director of Staff Development	June 2005 – August 2006	<p><b>Texas Assessment Program</b> data; Terra Nova; Supera; Informal Reading; Inventories data; ARI data; <b>Texas Assessment Program</b> Data Staff Development; Staff Development; Research/ Presentations by Literacy experts; state resources; curriculum guides; teachers; principals; Flynt/ Cooter IRI Results; Combined Funding</p>	Literacy strategies integrated in curriculum; classroom observation of master teachers; implementation of recommendations; administrative walkthroughs; interim assessments and ARI-monitoring results

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	4) Providing differentiated training for grades PK-12 teachers using <i>Thinking Maps</i> as a tool to enhance critical thinking. 5) Implementing guided reading strategies and techniques within all K-5 classrooms including a focus on English Language Learners. 6) Providing continued assessment and monitoring of student learning according to the district ARI/AMI Guidebook for grades K-5. 7) Implementing TEKSchecks on a six-week basis for grades 3-12. 8) Providing differentiated training for teachers on the <i>6 Write Traits</i> in K-5. 9) Providing opportunities for at-risk students in grades 2-8 to attend Extended Week/Extended Year Programs. 10) Providing continued assessment and monitoring of student learning for PK students using LAPR. 11) Providing differentiated writing training for grades 6-12 teachers using writing program. 12) Providing differentiated reading skills training for grades 6-12 English teachers.					

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	13) Creating technology collaboratives in Language Arts to help teachers use resources that assist students in developing TEKS-based projects at the higher levels of the LOTI (Levels of Technology Implementation) scale. 14) Facilitating the use of Thinking Maps into the ELA curriculum. 15) Review data and redesign services that address the needs of English Language Learners.					
	<p><b>SOCIAL STUDIES:</b>                      Promote retention of knowledge and application of higher order thinking skills through scientifically-based research strategies in grades PK-12 Social Studies by:</p> <ol style="list-style-type: none"> <li>1. Refining PK-12 course of study for Social Studies based on TEKS.</li> <li>2. Analyzing <b>Texas Assessment Program</b> Social Studies results in Grades 8, 10, and 11.</li> <li>3. Align PK-12 social studies course of study based on the strands of history, geography, government, economics, citizenship, culture; science, technology, and society; and social studies skills to provide continuity and reduce learning gaps.</li> </ol>	Social Studies Teachers K-12	Social Studies Coordinator, Vertical Alignment Team, Director of Staff Development	June 2005 - June 2006	AEIS, <b>Texas Assessment Program</b> data, Terra Nova/Supera data, AP and SAT scores, current curriculum guides, stipends for K-12 vertical teaming, state and national standards, TEKSchecks	2005 Spring Social Studies <b>Texas Assessment Program</b> results, district-aligned social studies curriculum guides to <b>Texas Assessment Program/TEKS</b> specifications, staff development evaluations, administration walkthroughs; TEKScheck results

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	<ol style="list-style-type: none"> <li>4. Making revisions to current curriculum based on <b>Texas Assessment Program</b> and TEKSchecks weaknesses.</li> <li>5. Identifying and select effective research-based methods of Social Studies instruction and provide professional development for teachers on these methods.</li> <li>6. Reinforcing and promoting the use of technology for research by utilizing primary sources, video-streaming and current issues.</li> <li>7. Creating technology collaboratives in Social Studies to help teachers use resources that assist students in developing TEKS-based projects at the higher levels of the LOTI (Levels of Technology Implementation) scale.</li> <li>8. Facilitating the use of Thinking Maps in the Social Studies Curriculum.</li> <li>9. Implementing end-of-year assessments for grades 3-5.</li> <li>10. Implementing TEKSchecks on a six-week basis for grades 6-12.</li> </ol>					

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	<p><b>MATHEMATICS:</b> Enhance teachers' mathematics background using research-based methods to equip them to deliver problem-solving strategies in grades PK through 12 by:</p> <ol style="list-style-type: none"> <li>1. Identifying and selecting effective research-based methods for instruction which promote problem-solving and provide professional development including opportunities to share experiences, troubleshoot and determine additional needs.</li> <li>2. Aligning a K-12 curriculum at the contextual and-conceptual levels so that it addresses all TEKS at an appropriate level of instruction and provides a continuous flow of that instruction without gaps in learning.</li> <li>3. Evaluating the effectiveness of the curriculum and instructional methods based on analysis of student performance assessments utilizing Edsoft.</li> <li>4. Providing on-going professional development in exemplary instructional practices and assessments, i.e., Exemplars, Textteams, Thinking Maps, Sheltered Instruction Observation Protocol (SIOP), Five E Instructional Model (Engage, Explore, Explain, Elaborate/Extend, Evaluate) and TEKSchecks.</li> </ol>	<p>PK-12 teachers</p>	<p>Elementary, Secondary, and Bilingual/ESL Math Coordinators, GT Program Director and Coordinator, Special Education Coordinators, Technology Coordinators, Director of Staff Development</p>	<p>June 2005 - August 2006</p>	<p>Surveys identifying staff training needs, best problem-solving practices research data, funding for training materials and trainers, time for training of staff, evaluation/needs assessment instrument; combined funding, materials to support Region IV TAKS Preparation Program, AIMS, and Textteams</p>	<p>AEIS, Texas <b>Assessment Program</b> data, Terra Nova/Supera data, AP and SAT scores, needs based on evaluation/ needs assessment instrument, TEKScheck Results, grades K-5 AMI documentation notebooks, and Quick Checks</p>

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	5. Assessing, identifying, serving and monitoring K-5 mathematics students using research-based strategies incorporating manipulatives to ensure Accelerated Math Instruction (AMI) as outlined in the District AMI Guidebook. 6. Providing Extended Week and/or Extended Year programs for students, grades 2-8, who are identified as at risk in mathematics using criteria. 7. Creating technology collaboratives in Mathematics to help teachers use resources that assist students in developing TEKS-based projects at the higher levels of the LOTI (Levels of Technology Implementation) scale. 8. Facilitating the use of Thinking Maps into the math curriculum. 9. Implementing TEKSchecks on a six-week basis for grades 3-12.					

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	<p><b>SCIENCE:</b> Promote scientific thought and higher cognitive levels through inquiry-based learning, PK through 12 by:</p> <ol style="list-style-type: none"> <li>1. Providing opportunities for K-12 teachers to build a background in science content knowledge and targeted skills needed for students to become scientifically literate. (Blackboard usage and Science Center Website.)</li> <li>2. Continuing to implement a system-wide hands-on, inquiry-based science program (science kits for elementary).</li> <li>3. Developing an inquiry-based model of instruction for use within science labs for teachers to implement in grades PK-12.</li> <li>4. Continuing training on science equipment, and technology usage including probe ware, and calculator usage as well as designated core labs for secondary teachers.</li> <li>5. Continuing training on science equipment, science kits, technology including probe ware and calculator use for elementary teachers.</li> </ol>	<p>PK-12 teachers and administrators</p>	<p>Elementary and Secondary science coordinators, identified campus staff, Director of Instructional Technology, Director of Staff Development</p>	<p>June 2005 - June 2006</p>	<p>Inquiry-based learning training for coordinators and identified staff, funds for training for stipends outside of regular instructional days and materials required for training; Combined funding</p>	<p>Staff development evaluations, administrative walkthroughs, continued staff support, TEKScheck, SDAA, and LDAA results</p>

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	6. Integrating technology (i.e., robotics, calculator-based learning) into inquiry-based learning experiences. 7. Implementing the 5 E Model of Instruction (Engage, Explore, Explain, Elaborate/Extend, Evaluate). 8. Facilitating the use of Thinking Maps into the science curriculum. 9. Creating technology collaboratives in science to help teachers use resources that assist students in developing TEKS-based projects at the higher levels of the LOTI (Levels of Technology Implementation) scale. 10. Implementing TEKSchecks for each science kit in grades 3-5. 11. Implementing end-of-year assessments for grades 3 and 4. 12. Implementing TEKSchecks on a six-week basis for grades 6-12.					

# **Attendance & Dropout Prevention**

**GOAL: #2** Achieve an exemplary District rating in Texas with each campus achieving a rating above “Academically Acceptable” and meeting No Child Left Behind standards.

**PERFORMANCE OBJECTIVE:** Improve student attendance to 97% district-wide.

**NEEDS ASSESSMENT:** Review past three years attendance reports. Seven of thirty-four campuses had greater than 97% attendance in 2003-2004. 2000-01 96.0%; 2001-02 95.81%; 2002-03 95.6%; 2003-04 95.9%, of the 34 campuses, 27 had less than 97%, 7 had greater than 97%. Review incentives used by campuses. Review attendance in PK revealed need for improvement. Review various programs available to at-risk and CATE students.

**PROGRESS/RESULTS (end of year):**

**CURRENT DISTRICT ACCOUNTABILITY RATING:**  
 EXEMPLARY     RECOGNIZED     ACCEPTABLE     LOW PERFORMING

**APPROVED BY:**  
**DIC:** 3/24/05    **Board:** 4/11/05

**TARGET GROUPS:**  G/T – gifted/talented;  C & T – career & technology;  LEP – limited English proficient;  ArR – at-risk;  Dys-Dyslexic;  504;  SpEd – Special Education

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Provide “Best Practices” in-service for improving campus attendance.	PK-12 Campuses	Selected campus attendance clerks	Summer - Fall 2005	Staff time August 2005	Attendance rosters
	Continue to recognize students with perfect attendance using certificates and material rewards.	PK-12 Students	Campus staffs	2005-2006	Campus activity funds, community donations	End-of-year report of number of Perfect Attendance

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Continue to provide instructional programs to address needs of all students, i.e. Career and Technology, Special Education, MEGA, Night School, GED, TAPPS, Academy HS, CAPS, tutoring, summer school, OEYP, UBCL MS, and Language Development Center.	Career & Technology, At-Risk students	Campus Principal, Director of Secondary Teaching & Learning	2005-2006	Staff time	Increase in enrollment
	Promote parent awareness of the importance of maintaining daily attendance.	All PK-6 students	Campus Personnel	2005-2006	Staff time	Improved attendance rates
	Survey all campuses and provide list of successful attendance incentives to be shared with all campuses.	PK-12 Campus Staff	Director of Campus Operations PK-12	Spring 2005	Staff time	Aggregate list shared with all campuses
	Provide information packets or training modules for campuses to use with parents about the benefits of good attendance at school.	All Parents	Director of Campus Operations PK-12, Director of Student/ Parent Services, Director of Staff Development	September 2005	Staff time, Title IV training materials	Dissemination of instruction to all campuses

<b>GOAL: #2</b> Achieve an exemplary District rating in Texas with each campus achieving a rating above “Academically Acceptable” and meeting No Child Left Behind standards.						
<b>PERFORMANCE OBJECTIVE:</b> Maintain an annual dropout rate of less than 1% for 7 <sup>th</sup> and 8 <sup>th</sup> grade students. Increase the completion rate to 98% for grades 9-12.						
<b>NEEDS ASSESSMENT:</b> Dropout Rates: 1998-99 0.5%, 1999-00 0.5%, 2000-01 0.3%, 2001-02 0.6%, 2002-03 0.3% completion rate; Class of 2001 96.5%, Class of 2002 97.7%, Class of 2003 98.2% (completions rate includes GED recipients). Annual dropout rate for 7 <sup>th</sup> and 8 <sup>th</sup> grade students 2002-2003 was 0.2%.						
<b>PROGRESS/RESULTS (end of year):</b>						
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING					<b>APPROVED BY:</b> <b>DIC:</b> 3/24/05 <b>Board:</b> 4/11/05	
<b>TARGET GROUPS:</b> <input checked="" type="checkbox"/> G/T – gifted/talented; <input checked="" type="checkbox"/> C & T – career & technology; <input checked="" type="checkbox"/> LEP – limited English proficient; <input checked="" type="checkbox"/> ArR – at-risk; <input checked="" type="checkbox"/> Dys-dyslexic <input checked="" type="checkbox"/> 504; <input checked="" type="checkbox"/> SpEd – Special Education						
✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Implement current changes in dropout calculation to be used by Texas as defined by the Center for Education Statistics, a research arm of the U.S. Department of Education.	All staff	Director of Campus Operations PK-12, PEIMS Coordinator	Summer and Fall 2005	Staff time	Training, monitoring, and increase in completion rate

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Review attendance procedures to ensure adequate time is allotted for researching excessive absences that could lead to student drop-outs.	All students	Principals, Attendance Clerks, PEIMS Coordinator	Summer and Fall 2005	Staff time	
	Review the duties of attendance clerks with campus administrators to ensure adequate time is provided to follow-up on excessive absences that lead to dropouts.	All students	Principals, Director of Campus Operations PK-12	Summer 2005	Staff time	
	Continue to concentrate support at schools with high dropout rates and lower completion rates.	Various campus personnel	Director of Campus Operations PK-12, Campus Attendance Officers	Spring and Fall 2005	Staff time	Lower dropout rate for those campuses
	Provide exit interview for students dropping out of school. Provide alternatives to dropping out of school and discussion of alternative programs.	Secondary dropouts	Counselors, Attendance Clerks, Attendance Officers	2005-2006	Staff time	Copy of NCR exit forms

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Continue to provide instructional programs to address needs of at risk students (i.e., Career & Technology, Special Education, MEGA, Night School, GED, TAPPS, Academy HS, CAPS, tutoring, summer school, OEYP, UBCL MS, and Language Development Center).	At risk	Campus Staff, Attendance Officers, PEIMS Coordinator	2005-2006	Staff time, Teaching & Learning funds, Special Education Funds, Title I	Improved sub-group achievement
	Explore increased involvement of non-profit organizations to support, prevent and recover dropouts (i.e., STEPS, Phoenix House, etc.).	At risk	Director of Parent/ Student Services, Director of Campus Operations PK-12	Summer and Fall 2005	Staff time	Increase in number of organizations plus reduced dropout rates
	Develop and implement a plan to measure and monitor the high school completion rate.	All students	Director of Campus Operations PK-12, Campus Attendance Officers, PEIMS Coordinator	2005-2006	Staff time	Printed plan
	Continue the implementation of the Career Guidance Program K-12. And, continue to provide publications for students and parents that clearly list and describe available instructional programs.	All students and at-risk	Director of Student/ Parent Services	2005-2006	Staff time	Feedback from students and parents on usefulness of publications

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Provide staff development for campus administrators about how parents can support their children staying in school.	At-risk students	Director of Campus Operations PK-12, Director of Staff Development	2005-2006	Staff time	Documentation of training module on parent involvement provided for all principals, assistant principals, and secondary counselors

# Parent Involvement

<b>GOAL: #2</b> Achieve an exemplary District rating in Texas with each campus achieving a rating above “Academically Acceptable” and meeting No Child Left Behind standards.						
<b>PERFORMANCE OBJECTIVE:</b> Expand meaningful parental involvement based on the revised Title I Parental Involvement Policy and measured by annual evaluation of parent involvement by parents.						
<b>NEEDS ASSESSMENT:</b> A required Title I Involvement Policy was developed during 2004-2005. The need is to implement that plan during 2005-2006. 100% of campuses now have parental involvement plans. The need is to coordinate parent involvement between campuses and special programs.						
<b>PROGRESS/RESULTS (end of year):</b>						
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING					<b>APPROVED BY:</b> <b>DIC:</b> 3/24/05 <b>Board:</b> 4/11/05	
<b>TARGET GROUPS:</b> <input checked="" type="checkbox"/> G/T – gifted/talented; <input checked="" type="checkbox"/> C & T – career & technology; <input checked="" type="checkbox"/> LEP – limited English proficient; <input checked="" type="checkbox"/> ArR – at-risk; <input checked="" type="checkbox"/> Dys-dyslexic <input checked="" type="checkbox"/> 504; <input checked="" type="checkbox"/> SpEd – Special Education						
✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Disseminate Title I Parental Involvement Policy across campuses and stakeholder groups.	All PK-12	Director of Special Services, Principals	Fall 2005	Staff time, Title I	Meeting agendas, Media/communications products
	Provide mechanism for coordination and communication among parent groups in this district (Parent Advisory Council, Migrant Parent Advisory Council, HIPYPY parents, Special Education Parent Advisory Committee, Campus Parent groups, etc.).	All PK-12	Director of Special Services, Administrative Assistant to Superintendent	2005-2006	Staff time	Coordination Mechanism Defined, Calendar of parent group events. Disseminate through media communications

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Provide training for parents through a variety of formats to reinforce the importance of parent involvement in their child's education.	Parents PK-12	Principals, Director of Staff Development	2005-2006	Title I-A	Increased participation in PTA, Meet-the-Teacher Night, Open House and family nights, Increased number of parent volunteers, Sign-in sheets
	<p>Develop a system for small group information sharing and counseling regarding college and other post-high school options for parents and high school juniors and seniors.</p> <p>Provide a parent information link on IISD's website to highlight:</p> <ul style="list-style-type: none"> <li>College entrance procedures</li> <li>Financial aid sources</li> <li>Timeline – college applications</li> <li>List of other post graduation options</li> </ul>	Parents and High School Juniors and Seniors	High School Counselors, Director of Parent/ Student Services	Spring 2006	Staff time	Agendas and sign-in sheets, Increased participation in SAT, ACT, PSAT, Documentation of college entrance applications and transcript requests
	Develop a network of parent support for school transitions (e.g., elementary to middle school).	Parents of 5 <sup>th</sup> and 8 <sup>th</sup> grade students	Campus Counselors, Principals, Office of Parent/ Student Services	Spring 2006	Staff time	Agendas and sign-in sheets, parent teams (3-5) to mentor new parents

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Continue to provide Home Instruction for Parents of Pre-School Youngsters (HIPPPY) services for the parents of 3-4 and 5-year olds.	Parents of Pre-schoolers	HIPPPY Coordinators, Director of Parent/ Student Services	2005-2006	Grants, \$325,000 Title I-A	Maintain and support the number of parents involved in the HIPPPY program
	Continue experiential workshops and counseling for parents with children in Secondary Reassignment and/or Elementary Development Center (EDC), or other families referred by campus administration.	At-risk students and their families	Secondary Reassignment and Elementary Development Center, Principals, Campus Counselors	2005-2006	Title IV	Increased number/ percentage of parents participating, workshops/ counseling sessions
	Provide workshops and support services for parents of migrant students. Collaboration between IISD staff and migrant parents	Parents of migrant students PK-12	Director of Bilingual/ESL/ Migrant Services	2005-2006	Title I-C	Agendas and sign-in sheets, listing of support services available to migrant parents, increase in-home visits
	Support campuses in parental involvement/choice provisions of No Child Left Behind, including communication with all parents about teacher certification, home-school compacts, and campus & student performance information.	All PK-12	Director of Personnel, Director of Elementary and Secondary Teaching & Learning, Director of Special Services	2005-2006	Title I, School Improvement Program	Media/communication products

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Develop, administer and analyze annual evaluation of parental involvement policy and activities.	All Parents PK-12	Director of Special Services	2005-2006	Title I-A	Summary of evaluation results

*District Improvement Plan*

## **Board Goal #3**

Strengthen all advanced academic and elective curricula and continue to implement procedures that insure full and equal access for all students to all advanced academic and elective classes, as well as extra-curricular and co-curricular activities.

**Advanced Courses,  
Advanced Placement (AP),  
Full and Equal Access,  
College Admissions Testing,  
Recommended High School &  
Distinguished Achievement  
Programs**

<b>GOAL: #3</b> Strengthen all advanced academic and elective curricula and continue to implement procedures that insure full and equal access for all students to all advanced academic and elective classes, as well as extra-curricular and co-curricular activities.				<b>TYPED NAME COORDINATORS:</b>																																		
<b>PERFORMANCE OBJECTIVE 1:</b> Increase the percentage of students in advanced academic courses to 25%.				<b>TYPED NAME DIRECTORS:</b> Lupita Garcia, Dr. Judy Rudebusch, Dr. Alfred Green																																		
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING				<b>APPROVED BY:</b> DIC: 3/24/05 <span style="float: right;">Board: 4/11/05</span>																																		
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STRATEGIES INCLUDING STAFF DEVELOPMENT	NEEDS ASSESSMENT	TARGET GROUP	STAFF/ OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT																																
Communicate the importance and advantages of completing advanced courses.	Advanced Course % (AEIS): <table border="1"> <thead> <tr> <th></th> <th>2001</th> <th>2002</th> <th>2003</th> </tr> </thead> <tbody> <tr> <td>Dist</td> <td>19</td> <td>22</td> <td>24</td> </tr> <tr> <td>AA</td> <td>10</td> <td>16</td> <td>15</td> </tr> <tr> <td>H</td> <td>16</td> <td>16</td> <td>19</td> </tr> <tr> <td>W</td> <td>22</td> <td>29</td> <td>31</td> </tr> <tr> <td>ED</td> <td>16</td> <td>15</td> <td>19</td> </tr> <tr> <td>M</td> <td>18</td> <td>20</td> <td>21</td> </tr> <tr> <td>F</td> <td>20</td> <td>25</td> <td>27</td> </tr> </tbody> </table>		2001	2002	2003	Dist	19	22	24	AA	10	16	15	H	16	16	19	W	22	29	31	ED	16	15	19	M	18	20	21	F	20	25	27	PreK-12 students, parents, staff	Director of Parent/Student Services	2005-2006	Staff time	Course descriptions, student handbook, master schedule, posters, 4-year plans
	2001	2002	2003																																			
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AA	10	16	15																																			
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F	20	25	27																																			
Provide on-going professional development to enable teachers to utilize research-based practices, including innovative methods and strategies.	Advanced Course Participation <table border="1"> <thead> <tr> <th>Year</th> <th>IISD</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>99-00</td> <td>19.1</td> <td>20.1</td> </tr> <tr> <td>00-01</td> <td>19.0</td> <td>19.3</td> </tr> <tr> <td>01-02</td> <td>22.2</td> <td>19.4</td> </tr> <tr> <td>02-03</td> <td>23.8</td> <td>19.7</td> </tr> </tbody> </table>	Year	IISD	State	99-00	19.1	20.1	00-01	19.0	19.3	01-02	22.2	19.4	02-03	23.8	19.7	PreK-12 principals, teachers	Director of Special Services	2005-2006	Staff time	P.D. offerings and attendance at P.D. sessions																	
Year	IISD	State																																				
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Implement strategies to encourage all high school students to begin and complete a 4-year course of study in a Fine Arts discipline culminating in completion of at least one advanced Fine Arts course.	Fine Arts Adv. Course Enrollment: <table border="1"> <thead> <tr> <th>Year</th> <th>Enr.</th> </tr> </thead> <tbody> <tr> <td>01-02</td> <td>214</td> </tr> <tr> <td>02-03</td> <td>241</td> </tr> <tr> <td>03-04</td> <td>269</td> </tr> <tr> <td>04-05</td> <td>209</td> </tr> </tbody> </table>	Year	Enr.	01-02	214	02-03	241	03-04	269	04-05	209	5-12 faculty and students	Director of Fine Arts	Spring 2005	Research data, staff time	Four-Year Plans, master schedules, increase in enrollment																						
Year	Enr.																																					
01-02	214																																					
02-03	241																																					
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<b>GOAL: #3</b> Strengthen all advanced academic and elective curricula and continue to implement procedures that insure full and equal access for all students to all advanced academic and elective classes, as well as extra-curricular and co-curricular activities.			<b>TYPED NAME COORDINATORS:</b>			
<b>PERFORMANCE OBJECTIVE 2:</b> Increase the percentage of scores of three (3) or higher on AP examinations by five (5) percentage points district-wide and at each high school campus.			<b>TYPED NAME DIRECTORS:</b> Dr. Whit Johnstone , Debbie George, Lupita Garcia, Dr. Judy Rudebusch			
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> UNACCEPTABLE			<b>APPROVED BY:</b> DIC: 3/24/05 Board: 4/11/05			
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STRATEGIES INCLUDING STAFF DEVELOPMENT	NEEDS ASSESSMENT	TARGET GROUP	STAFF/ OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
Clearly Communicate expectations of AP course requirements by a variety of methods to teachers, counselors, parents and students prior to enrollment in the courses.	<u>AP Participation 03 04</u> Am Ind 6% 19% Asian/PI 26% 29% Black 7% 9% Hisp 7% 8% White 17% 18% All 11% 12%	Teachers, counselors and potential AP students and their parents	Director of Parent/Student Services, Director of Gifted & Talented	Spring of each school year	Staff time, District website, District TV channel	Meeting agendas, Web products, TV products
Develop an electronic system in EDSOFT to maintain records of individual student performance on AP exams and provide information by campus, by course and by teacher.	<u>% &gt;= 3: 02 03 04</u> IHS 44 34 34 MHS 40 29 25 NHS 43 43 42 ACA 20 24 22 IISD 42 35 32	AP Students	Director of Planning & Evaluation	2005-2006	Staff time, EDSOFT time	System developed
Ensure vertical alignment and establish consistent standards and expectations in the Pre-AP and AP curriculum.	See above.	6-12 Pre-AP and AP Teachers	Director of Gifted & Talented	2005-2006	Staff time	Curriculum documents
Provide ongoing, comprehensive professional development opportunities for teachers that address the use of effective instructional strategies within the Pre-AP and AP curriculum.	See above.	6-12 Pre-AP and AP Teachers	Director of Gifted & Talented, Director of Special Services	2005-2006	Funding for Pre-AP professional development	Records of teacher participation in Pre-AP & AP professional development

<b>GOAL: #3</b> Strengthen all advanced academic and elective curricula and continue to implement procedures that insure full and equal access for all students to all advanced academic and elective classes, as well as extra-curricular and co-curricular activities.				<b>TYPED NAME COORDINATORS:</b>		
<b>PERFORMANCE OBJECTIVE 3:</b> Implement procedures that ensure full and equal access to all advanced academic and elective classes for 100% of students.				<b>TYPED NAME DIRECTORS:</b> Lupita Garcia, Dr. Alfred Green, Joe Barnett, Deborah George, Dr. Judy Christopher, Dr. Judy Rudebusch		
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> UNACCEPTABLE				<b>APPROVED BY:</b>  DIC: 3/24/05 Board: 4/11/05		
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STRATEGIES INCLUDING STAFF DEVELOPMENT	NEEDS ASSESSMENT	TARGET GROUP	STAFF/ OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
Provide a pre-AP program in middle school that will prepare students from all ethnic groups to successfully complete AP courses.	<u>AP Participation 03 04</u> Am Ind 6% 19% Asian/PI 26% 29% Black 7% 9% Hisp 7% 8% White 17% 18% All 11% 12%	Under-represented student groups	Director of Gifted & Talented	2005-2006	Staff time	Master schedules show Pre-AP; Pre-AP course enrollments increase
Ensure that all populations of the District have access to assessment and, if identified, are offered GT services.	04-05 Ethnicity: Dist. GT White 22% 43% Hispanic 61% 41% African Amer 12% 7% Native Amer <1% <1% Asian/PI 5% 9%	Under-represented student groups	Director of Gifted & Talented	2005-2006	Local Budget, Professional Development, Assessment Components, Title VI	Increase in percentages within sub-groups
Continue to expand the Middle School AP Spanish program to additional campuses.	Five of seven campuses offer Spanish IV AP. Total enrollment – 95	7-8 <sup>th</sup> grade	Director of Parent/ Student Services; Director of Gifted & Talented	Fall 2005	New sections or additional sections	Six of seven campuses and increase in student enrollment

STRATEGIES INCLUDING STAFF DEVELOPMENT	NEEDS ASSESSMENT	TARGET GROUP	STAFF/ OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT															
Explore and recommend options for expanding high school student access to certain career and technology courses currently offered only at The Academy of Irving ISD.	Informal surveys indicate a need for students not selected to attend AHS to have access to certain career & technology classes.	9-12 <sup>th</sup> grade	Director of Career & Technology	2005-2006	Staff time	Plan for offering career and technology courses to student not at Academy															
Deliver quality fine arts programs, including elementary music and art classes and K-5 instruction in theater arts TEKS that will provide every student with the skills and the desire to be a full participant in at least one fine arts program.	<table border="0"> <tr> <td>Ethnic %</td> <td>HSFA</td> <td>Dist</td> </tr> <tr> <td>African Amer</td> <td>13%</td> <td>14%</td> </tr> <tr> <td>Hispanic</td> <td>49%</td> <td>53%</td> </tr> <tr> <td>White</td> <td>36%</td> <td>29%</td> </tr> <tr> <td>Other</td> <td>3%</td> <td>5%</td> </tr> </table>	Ethnic %	HSFA	Dist	African Amer	13%	14%	Hispanic	49%	53%	White	36%	29%	Other	3%	5%	K-12 students, faculty, counselors, and principals	Director of Fine Arts	2005-2006	Staff time & effort	Increased fine arts enrollment in MS & HS; ethnic diversity in fine arts programs
Ethnic %	HSFA	Dist																			
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Provide quality athletic programs and physical education classes that will encourage participation in athletics and the teaching of fundamental athletic skills for all students.	<table border="0"> <tr> <td>Ethnic %</td> <td>HSATH</td> <td>Dist</td> </tr> <tr> <td>African Amer</td> <td>22%</td> <td>14%</td> </tr> <tr> <td>Hispanic</td> <td>39%</td> <td>53%</td> </tr> <tr> <td>White</td> <td>33%</td> <td>29%</td> </tr> <tr> <td>Other</td> <td>6%</td> <td>5%</td> </tr> </table>	Ethnic %	HSATH	Dist	African Amer	22%	14%	Hispanic	39%	53%	White	33%	29%	Other	6%	5%	K-12 students, PE teachers, coaches	Athletic Director	2005-2006	Staff time & effort	Enrollment in athletics disaggregated by sex & ethnic groups
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<b>GOAL: #3</b> Strengthen all advanced academic and elective curricula and continue to implement procedures that insure full and equal access for all students to all advanced academic and elective classes, as well as extra-curricular and co-curricular activities.			<b>TYPED NAME COORDINATORS:</b>			
<b>PERFORMANCE OBJECTIVE 4:</b> The IISD will have a 70% participation rate with 40% of students scoring at or above scores of 1110 on the SAT and 24 on the ACT for all students and student subgroups.			<b>TYPED NAME DIRECTORS:</b> Lupita Garcia, Deborah George, Dr. Whit Johnstone			
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING			<b>APPROVED BY:</b>  DIC: 3/24/05                      Board: 4/11/05			
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STRATEGIES INCLUDING STAFF DEVELOPMENT	NEEDS ASSESSMENT	TARGET GROUP	STAFF/ OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
Establish the expectation that all students will take the PSAT/NMSQT, SAT and ACT.	Percent taking the SAT/ACT (AEIS):  <u>2002</u> <u>2003</u> AA – 55%    60% Hispanic – 21%    21% White – 62%    58% IISD – 53%    49%	PK-12 students and parents	Director of Parent/ Student Services	2005-2006	Staff time	Participation rate in ACT and SAT of students from each subgroup
Emphasize the importance of the SAT, ACT and the PSAT/NMSQT through parent information workshops, newspaper articles, the District’s website and the District’s cable television station.	Percent SAT/ACT scores at/abv criteria (AEIS):  <u>2002</u> <u>2003</u> AA – 7%    8% Hispanic – 10%    16% White – 39%    40% IISD – 29%    29%	PK-12 students and parents	Director of Parent/ Student Services	2005-2006	Staff time, Time/space in local and district media, District website	Samples of promotional materials
Continue to pay for the administration of the PLAN (ACT predictor) to all 9 <sup>th</sup> graders and the PSAT (SAT predictor) to all 10 <sup>th</sup> and 11 <sup>th</sup> graders.	The District currently pays for the administration of the PSAT for all 10 <sup>th</sup> and 11 <sup>th</sup> grade students.	All 10 <sup>th</sup> and 11 <sup>th</sup> grade students	Director of Planning, Evaluation & Research	Fall, 2005	District funds, SLC grant funds	Student participation in the PLAN and the PSAT

STRATEGIES INCLUDING STAFF DEVELOPMENT	NEEDS ASSESSMENT	TARGET GROUP	STAFF/ OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT															
Continue to increase the number of participants in the summer PSAT/SAT/ACT preparation course.	The average participation rate in the summer/night SAT/ACT preparation program is about 130 students.	All students in 9-12	Director of Parent/Student Services	Summer 2005	Solicit funding for students unable to afford the program from ISF	Enrollment in summer PSAT/SAT/ACT preparation programs															
The high schools will use peer mentors to communicate the importance of PSAT, SAT and ACT to all recent immigrant students participating in the ESL program.		All students in grades 9-12	Director of Parent/ Student Services	2005-2006	Staff time	The student participation rate on the PSAT/SAT/ACT															
Gather online input from current seniors on district practices that encouraged or discouraged student performance and participation on college entrance exams.		Current Seniors	Director of Parent/ Student Services	2005-2006	Staff time	Online survey															
Administer and use the results of the 10 <sup>th</sup> grade PSAT/NMSQT diagnostically and prescriptively to improve student scores on PSAT/NMSQT as 11 <sup>th</sup> graders, boosting student performance in the National Merit Scholarship Competition and on the SAT.	Merit Scholarship Results <table border="1" data-bbox="772 979 1060 1130"> <thead> <tr> <th>Year</th> <th>Scholars</th> <th>Finalists</th> </tr> </thead> <tbody> <tr> <td>03-04</td> <td>2</td> <td>2</td> </tr> <tr> <td>02-03</td> <td>3</td> <td>5</td> </tr> <tr> <td>01-02</td> <td>5</td> <td>7</td> </tr> <tr> <td>00-01</td> <td>5</td> <td>7</td> </tr> </tbody> </table>	Year	Scholars	Finalists	03-04	2	2	02-03	3	5	01-02	5	7	00-01	5	7	Students in grades 9, 10 & 11	Director of Planning, Evaluation & Research; Director of Parent/ Student Services	2005-2006	Staff time	Improved National Merit Scholarship Competition results and SAT scores
Year	Scholars	Finalists																			
03-04	2	2																			
02-03	3	5																			
01-02	5	7																			
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<b>GOAL: #3</b> Strengthen all advanced academic and elective curricula and continue to implement procedures that insure full and equal access for all students to all advanced academic and elective classes, as well as extra-curricular and co-curricular activities.			<b>TYPED NAME COORDINATORS:</b>																																			
<b>PERFORMANCE OBJECTIVE 5:</b> Increase the percentage of students completing the Texas Recommended or Distinguished Achievement Programs to 75% or higher.			<b>TYPED NAME DIRECTORS:</b> Lupita Garcia, Dr. Judy Rudebusch, Deborah George																																			
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING			<b>APPROVED BY:</b> DIC: 3/24/05 <span style="float: right;">Board: 4/11/05</span>																																			
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Communicate the importance and advantages of the Recommended High School Program and Distinguished Achievement Program with parents and students beginning in Pre-K.	RHSP/DAP % (AEIS): <table border="1"> <thead> <tr> <th></th> <th>2001</th> <th>2002</th> <th>2003</th> </tr> </thead> <tbody> <tr> <td>Dist</td> <td>59</td> <td>58</td> <td>61</td> </tr> <tr> <td>AA</td> <td>49</td> <td>49</td> <td>54</td> </tr> <tr> <td>H</td> <td>48</td> <td>45</td> <td>49</td> </tr> <tr> <td>W</td> <td>67</td> <td>68</td> <td>69</td> </tr> <tr> <td>ED</td> <td>48</td> <td>47</td> <td>53</td> </tr> <tr> <td>M</td> <td>54</td> <td>51</td> <td>56</td> </tr> <tr> <td>F</td> <td>63</td> <td>64</td> <td>65</td> </tr> </tbody> </table>		2001	2002	2003	Dist	59	58	61	AA	49	49	54	H	48	45	49	W	67	68	69	ED	48	47	53	M	54	51	56	F	63	64	65	PreK-12 students, parents	Director of Parent/ Student Services	2005-2006	Staff time	Brochures, Counselor logs, parent sign-in sheets
	2001	2002	2003																																			
Dist	59	58	61																																			
AA	49	49	54																																			
H	48	45	49																																			
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Place students in the Recommended High School Program and guide them toward the Distinguished Achievement Program beginning in the 6 <sup>th</sup> grade.	RHSP/DAP % (AEIS): <table border="1"> <thead> <tr> <th></th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>AA</td> <td>54</td> <td>56</td> </tr> <tr> <td>H</td> <td>49</td> <td>63</td> </tr> <tr> <td>W</td> <td>69</td> <td>65</td> </tr> <tr> <td>ED</td> <td>53</td> <td>60</td> </tr> <tr> <td>M</td> <td>56</td> <td>58</td> </tr> <tr> <td>F</td> <td>65</td> <td>69</td> </tr> <tr> <td>Dist</td> <td>61</td> <td>64</td> </tr> </tbody> </table>		District	State	AA	54	56	H	49	63	W	69	65	ED	53	60	M	56	58	F	65	69	Dist	61	64	6-12 students	Director of Parent/ Student Services	Spring 2005 during Pre-registration	Staff time	Counselor logs, four-year plans; PGP								
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Provide innovative and varied curricular options to meet the advanced measures required for the Distinguished Achievement Program (DAP).	#/% RHSP/DAP (IISD): <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>2001</th> <th>2002</th> <th>2003</th> </tr> </thead> <tbody> <tr> <td># Grads</td> <td>1306</td> <td>1367</td> <td>1422</td> </tr> <tr> <td># RHSP</td> <td>549</td> <td>566</td> <td>905</td> </tr> <tr> <td># DAP</td> <td>59</td> <td>72</td> <td>76</td> </tr> <tr> <td>% RHS</td> <td>42</td> <td>41</td> <td>64</td> </tr> <tr> <td>% DAP</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>		2001	2002	2003	# Grads	1306	1367	1422	# RHSP	549	566	905	# DAP	59	72	76	% RHS	42	41	64	% DAP	5	5	5	6-12 students	Director of Gifted & Talented; Director of Parent/ Student Services	2005-2006	Staff time	TEA approval of innovative course offerings; master schedules
	2001	2002	2003																											
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Provide special recognition at Senior Awards Assembly and a footnote in the printed high school graduation programs recognizing candidates for the Distinguished Achievement Program.		12 <sup>th</sup> grade students	Director for Campus Operations PK-12; Director of Parent/ Student Services	2005-2006	Funds for awards, Staff time	Graduation/ Assembly Programs																								

*District Improvement Plan*

**Board Goal #4**

Continue to infuse technology into teaching and learning in meaningful ways to improve student achievement.

# **Infusion of Technology**

<b>GOAL: #4</b>	Continue to infuse technology into teaching and learning in meaningful ways to improve student achievement.
<b>PERFORMANCE OBJECTIVE 1:</b>	Infuse technology into teaching and learning experiences.
<b>NEEDS ASSESSMENT:</b>	The district must meet certain local, state and national mandates for infusing technology into the curriculum. Technology infusion has been identified as a district mandate. The state of Texas requires that all districts teach the Technology Applications TEKS as a part of the enrichment curriculum. The No child Left Behind act requires that all districts must fully infuse technology into the curriculum by 2006 and show evidence of student proficiency by 2013.
<b>PROGRESS/RESULTS (end of year):</b>	Accomplishment will be measured by lessons and ideas incorporated into IISD curriculum and lessons submitted by teachers for TechFusion.

<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING	<b>APPROVED BY:</b> DIC: 3/24/05                              Board: 4/11/05
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**TARGET GROUPS:**  G/T – gifted/talented;  C & T – career & technology;  LEP – limited English proficient;  ArR – at-risk;  Dyes-dyslexic  504;  SpEd – Special Education

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Convene curriculum writing teams comprised of content area teachers, curriculum specialists and technology specialists. Include in scope and sequence lesson resources and ideas that infuse technology.	Students, Teachers	Assistant Superintendent of Teaching & Learning, Curriculum Directors, Curriculum Coordinators, Executive Director of Technology, Director of Instructional Technology, ITS, Teachers, Librarians	Summer 2004; Continue each year	Stipends for writing teams, Title II, Title I-SIP	List of committee members, committee agendas, minutes; Documents posted online for teacher access throughout the school year. Technology is evident in the curriculum.

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Continue developing assessment items for use in online tools such as EdSoft, ACR, and Webcat.	Teachers, students	Teaching & Learning Directors, Teaching & Learning Coordinators, Teachers	Ongoing	Time to develop	All assessments developed, edited and proofed by curriculum specialists and teachers; Assessments posted in EdSoft.
	Deliver IISD curriculum online and submit lesson plans electronically to campus administrators.	Teachers	Principals Teaching & Learning Staff, Director of Instructional Technology	Ongoing	Development of module in EdSoft	Lesson planning module developed and implemented.
	Establish a quality control committee to review lesson plans submitted for curriculum.	Teachers	Teaching & Learning Coordinators, Technology Coordinators	Summer 2005 Summer 2006	Development of quality criteria, time to meet and review materials	Exemplar lessons posted to curriculum are of high quality.
	Define and review the technology tools (hardware & software) to be used at all levels.	Teachers	Technology Coordinators Director of Instructional Technology, Director of Technology Services	Spring 2006	Time to review software and image for computers	Computer images for each level are accurate and complete. Images are installed on hardware.
	Move toward all textbooks and resources being online as content becomes available.	Students	Director of Instructional Technology, Director of Learning Resources, Coordinator of Textbooks	As content becomes available	Textbook selection committees identify digital materials and online content	Digital content and online resources are defined for each subject area to eliminate the need for most textbooks.

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Evaluate and adopt a student assessment to measure technology skills.	Students	Director of Instructional Technology, Technology Coordinators, ITSs	Spring 2005	Time to develop	All assessments developed, edited and proofed by instructional technology specialists; Assessments posted online
	Model and monitor acceptable use of technology in order to maximize instructional time.	Students	Teachers, Administrators, Parents	Ongoing	Develop rules and consequences	Students follow policies and rules
	Provide opportunities to orient new students to Irving ISD technology through peer mentoring.	Students	Principals, CTs, Teachers	Beginning of school	Time to set up GenY program and work with students	GenY program implemented at each High School campus to assist students
	Utilize students to assist teachers with instructional projects (i.e., GenY).	Students, Teachers	ITSs, Director of Instructional Technology, Technology Coordinators	Fall 2004 ongoing	Identify students to be paired with teachers. Identify projects to be created	Number of projects created by students to be used for instructional purposes
	Explore the rigor of course offerings at elementary and middle school to integrate higher order thinking and problem solving into the curriculum (i.e., Robotics in 5 <sup>th</sup> grade curriculum).	Students, Teachers	Director of Instructional Technology, Technology Coordinators, Director of Gifted & Talented	Summer 2005 Summer 2006	Time to write curriculum	MS and elementary school courses and curriculum are enhanced with problem solving (i.e., Robotics)

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Upgrade hardware and software for Palms as needed to support K-5 <sup>th</sup> reading assessments and PreK developmental assessments.	Students, Teachers	ITSs, Director of Instructional Technology, Technology Coordinators	Ongoing	Upgrade software as new versions are available; replace Palms when obsolete	Technology is used to conduct reading assessments and gather data on reading abilities of K-5 <sup>th</sup> students
	Continue the use of technology for differentiated instruction for special populations (i.e., SPED and ELL students).	Students	ITSs, Director of Instructional Technology, Technology Coordinators, Director of Gifted & Talented, Director of Special Education, Director of Bilingual/ESL	Ongoing	Time to develop curriculum	Develop ideas to modify lessons for use with GT, SPED and LEP students
	Publicize district success through Technology/Media Fair showing the impact of technology use in the district.	Students	Director of Instructional Technology, Director of Learning Resources, WebMaster	January 2005	Judges; certificates; time to organize event	Number of entries at campus and district levels; number of visitors during the event
	Provide extended learning experiences with video conferencing and web-based learning that bring the real world into the classroom.	Students	Director of Instructional Technology, Technology Coordinators, ITSs	As scheduled	M&O cost of long distance calls	Conferences are scheduled, equipment is functional; Number and types of video conference scheduled, evaluation of sessions

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Create a process to review all software for district-wide implementation and guidelines for campus-wide review and implementation.	Teachers, ITs	Instructional Technology Department, Learning Resources, Content Coordinators	Jan. 2005 Committee meets at least twice a year	Time to meet and review submissions	Software standards are created and publicized; all software purchased is in alignment with curriculum
	Provide assistive technology to students as prescribed in their IEPs.	Special Education students	Director of Special Education, Special Education Coordinators, Special Education Teachers	Ongoing	Time to research and secure needed devices	Students are successfully using technology to assist them in their learning
	Acquire redundancy for Internet services.	Students, Teachers, Staff	Executive Director of Technology, Director of Networking	July 2005	Work with Dallas County Schools to provide extra bandwidth; M&O monthly fee	Additional bandwidth is in place. Better access to web-based resources such as EdSoft, Blackboard, CourseWhere.

**GOAL: #4** Continue to infuse technology into teaching and learning in meaningful ways to improve student achievement.

**PERFORMANCE OBJECTIVE 2:** Provide professional development for teachers to improve the quality of learning for all students.

**NEEDS ASSESSMENT:** Teachers need ongoing professional development in order to make an impact on teaching and learning which eventually results in achievement for students.

**PROGRESS/RESULTS (end of year):** We will measure results by the number of training sessions provided at the district and campus levels, hours of training offered, and number of participants who attended. We will also measure the application of training through the number of lessons submitted by teachers for TechFusion.

**CURRENT DISTRICT ACCOUNTABILITY RATING:**  
 EXEMPLARY     RECOGNIZED     ACCEPTABLE     LOW PERFORMING

**APPROVED BY:**  
**DIC:** 3/24/05                      **Board:** 4/11/05

**TARGET GROUPS:**  G/T – gifted/talented;     C & T – career & technology;     LEP – limited English proficient;     ArR – at-risk;     Dyes-dyslexic     504;     SpEd – Special Education

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Video best practices of teachers for others to view as models.	Teachers	Director of Instructional Technology, Technology Coordinators	Spring 2005 ongoing	Video tapes; time to film and edit videos	Video clips completed for use in training
	Model technology use in all staff development sessions.	Teachers, Administrators	All staff and trainers	Ongoing	Trainers' knowledge of technology	Design of training sessions; evaluation forms from training sessions

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Provide training to new teachers to bring them up to district expectations for technology.	Teachers	Director of Instructional Technology, Technology Coordinators, Staff Development Coordinator	August 2005	Develop list of required training	New teachers will participate in all training required
	Provide technology training that is job embedded.	Teachers	Technology Coordinators, ITSs, Principals	Ongoing	Training sessions; coaching sessions; mentoring activities	Staff development records; technology use is evident in the classroom
	Expand job-alike training for all staff and support campuses in setting up similar support groups.	Teachers	Executive Director of Technology, Director of Instructional Technology, Instructional Technology Coordinators, Content Coordinators	Summer 2005 Fall 2005 Spring 2006	Stipends for teachers; time to collaborate with content area colleagues	Content area ideas and lessons developed to share with other teachers

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Create a variety of on-demand staff development that is differentiated by learning style and communicate opportunities to staff.	Teachers	Executive Director of Technology, Director of Instructional Technology, Instructional Technology Coordinators, Content Coordinators. Coordinator of Staff Development	Ongoing	Investigate online learning programs; create online sessions or tutorials	A variety of sessions are offered through face-to-face, mentoring and online formats
	Provide opportunities for teachers to reflect on technology practice using the LoTI rubric to evaluate student products and lessons.	Teachers	Principals, ITs	Ongoing	Time built into the day to share ideas at grade level, dept. or faculty meetings	Meeting minutes; improved lessons
	Require all teachers to submit to the TechFusion website a minimum of two integration level technology lessons/projects per year to demonstrate technology proficiency. Require all administrators to submit to the TechFusion website a minimum of two application level technology lessons/projects per year to demonstrate technology proficiency.	Teachers, Admins-trators	Instructional Technology Coordinators, ITs	Ongoing	Time to develop lessons and submit	Number of lessons submitted to district TechFusion website

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Provide training to teachers in classroom management in a 1:1 technology environment.	Teachers	Executive Director of Technology, Director of Instructional Technology, Technology Coordinators, ITSs	Summer 2004 & follow-up training	Time to develop training; substitute money	Number of teachers trained; classrooms are well managed
	Provide training in the use of web-based data tools (EdSoft) and how to analyze data reports	Teachers, Principals	Director of Research, Planning & Evaluation, Director of Instructional Technology, Technology Coordinators, ITSs	Summer 2005 ongoing	Time to schedule training sessions and train staff	Number of teachers trained to use data tools and reports in EdSoft

<b>GOAL: #4</b> Continue to infuse technology into teaching and learning in meaningful ways to improve student achievement.						
<b>PERFORMANCE OBJECTIVE 3:</b> The district will use technology to communicate with parents and community members regarding district information and use of technology for teaching and learning.						
<b>NEEDS ASSESSMENT:</b> The district needs to continue to communicate with parents regarding important district information and find more ways to create access for parents to their students' data.						
<b>PROGRESS/RESULTS (end of year):</b> We will examine the variety of methods we use to communicate with parents and community and evaluate the effectiveness of each.						
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING					<b>APPROVED BY:</b> <b>DIC:</b> 3/24/05 <b>Board:</b> 4/11/05	
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✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Maintain district website with up-to-date information for parents and community. Create a parent information section on the district Website.	Parents, Community	Webmaster, Public Relations Department, Director of Instructional Technology, Director of Parent/Student Services	Ongoing	Time to develop content and web designs	Current information posted online
	Publicize to parents and community the impact and value of technology use.	Parents, Citizens	Executive Director of Technology, Webmaster, Director of Public Relations	Ongoing	Printing costs; Time to develop information items	Number of articles and publications written

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Continue to broadcast district school board meetings over local cable channel as well as other content and district events.	Parents, Citizens	Public Relations Department	Ongoing	Cable Media Specialist	More programming available on Channel 176
	Provide orientation sessions to parents of students who use one-to-one devices (i.e., laptops).	Parents, Students	Principals, Teachers, Director of Instructional Technology, ITSs	Aug. 2005	Time to hold sessions; printing costs for student handbook	Attendance records at orientation sessions
	Provide training for parents regarding technology resources available through Irving ISD. Assist campuses in posting to campus websites school news, special notices, tips on parenting, reading lists and ways for parents to be involved at the school.	Parents	Irving.Net staff	Ongoing	Funds to pay local trainers and staff	Attendance records at training sessions; session evaluations
	Place course information online.	Students, Parents	Director of Parent/Student Services, Director of Data Services	Ongoing	Develop course catalogue to be posted online	Course catalogues are posted on web
	Through the HIPPY program, provide computer equipment to aide families with limited English speaking students.	Parents	HIPPY Director, Director of Technical Services	Ongoing	Recycled equipment	Number of computers given to families

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Work with business partners to create wireless access in public libraries and other agencies for community access.	Students Parents	Assistant Superintendent for Teaching & Learning, Executive Director of Technology, Chamber staff, City staff, Other partners	Ongoing	Time to meet to develop city-wide plan	Number of wireless access hotspots created in various parts of the city
	Work with business partners and the IISD Education Foundation to provide laptops to the high school valedictorian and salutatorian as a reward for academic achievement.	Students	Executive Director of Technology, Foundation Director, Partners in Education Director	Spring 2006	Donations from local business partners or Education Foundation funds	Number of laptops acquired for student rewards

## **Board Goal #5**

Provide salary, benefits, professional development, training, and working conditions conducive to recruiting and retaining high quality, highly qualified professional and paraprofessional staff whose culture and ethnic origins reflect the diversity of the Irving ISD student population.

# **Quality Personnel & Staff Development**

**GOAL: #5** Provide salary, benefits, professional development, training, and working conditions conducive to recruiting and retaining high quality, highly qualified professional and paraprofessional staff whose culture and ethnic origins reflect the diversity of the Irving ISD student population.

**PERFORMANCE OBJECTIVE 1:** 100% of all professional and paraprofessional personnel will meet the definition of “highly qualified” according to No Child Left Behind by the end of 2005-2006.

**NEEDS ASSESSMENT:** In 2004-2005, 99% of all classroom teachers and instructional aides are highly qualified according to No Child Left Behind.

**PROGRESS/RESULTS (end of year):**

**CURRENT DISTRICT ACCOUNTABILITY RATING:**  
 EXEMPLARY     RECOGNIZED     ACCEPTABLE     LOW PERFORMING

**APPROVED BY:**  
**DIC:** 3/24/05    **Board:** 4/11/05

**TARGET GROUPS:**  G/T – gifted/talented;  C & T – career & technology;  LEP – limited English proficient;  ArR – at-risk;  Dyes-dyslexic  504;  SpEd – Special Education

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	All district and campus administrators will be knowledgeable on definition of NCLB Highly Qualified standards.	District And Campus Administrators	Director of Personnel, Director of Special Services, Coordinator of Staff Development	Spring 2005 - Spring 2006	Staff time	Certification Data, New Teacher Surveys, Compliance Report, Campus Data
	Recruit and select new teachers and paraprofessionals that meet definition of Highly Qualified.	New teachers and paraprofessionals	Director of Personnel, Principals	Spring 2005 - Spring 2006	Staff time, district budget	New Teacher Surveys, Employment Data, Compliance Report

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE SRART/ END	RESOUECES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Assist current professional and paraprofessional staff to meet the definition of Highly Qualified in current positions.	Current Professional & Paraprofessional staff	Director of Personnel, Principals	Spring 2005 - Spring 2006	Staff time, District budget	Certification Data, Compliance Report
	Focus recruiting efforts on Highly Qualified professionals in critical needs areas.	New Professional Staff	Director of Personnel, Recruiting Coordinator, Program Directors	Spring 2005 - Spring 2006	Staff time, District budget	Hiring Data
	Improve employee selection skills and techniques of all supervisors with hiring responsibilities.	All Supervisors	Director of Personnel, Director of Staff Development, Supervisors	Spring 2005 - Spring 2006	Staff time, Training materials, District budget	Retention Data, Gallup scores and research

**GOAL: #5** Provide salary, benefits, professional development, training, and working conditions conducive to recruiting and retaining high quality, highly qualified professional and paraprofessional staff whose culture and ethnic origins reflect the diversity of the Irving ISD student population.

**PERFORMANCE OBJECTIVE 2:** Increase minority professional staff by an average of 3% per year from 2005 through 2010 toward the goal to reflect the ethnic diversity of IISD student population.

**NEEDS ASSESSMENT:** In 2005-2005, 23.5% of classroom teachers were listed as minorities, while over 77% of our student body are listed as minorities. In the past four years, the rate of increase has varied from .9% to 2.5%.

**PROGRESS/RESULTS (end of year):**

**CURRENT DISTRICT ACCOUNTABILITY RATING:**  
 EXEMPLARY     RECOGNIZED     ACCEPTABLE     LOW PERFORMING

**APPROVED BY:**  
 DIC: 3/24/05    Board: 4/11/05

**TARGET GROUPS:**  G/T – gifted/talented;  C & T – career & technology;  LEP – limited English proficient;  ArR – at-risk;  Dyes-dyslexic  504;  SpEd – Special Education

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Recruit in colleges and communities with high minority populations.	Minority teachers	Director of Personnel, Coordinator for Recruiting	Spring 2005 - Spring 2006	Staff time, District budget, Title II Funds	Teacher Demographic Data, Teacher Recruiting Survey
	Teach-At-Home Program will assist IISD students with an interest in teaching to get into a college program, assist with scholarship information, and ultimately return to IISD to teach in a critical needs area.	Minority teachers	Director of Personnel, Coordinator for Recruiting, High School Principals, Counselors, Teachers	Spring 2005 - Spring 2006	Staff time, District budget, Title II Funds	Teacher Demographic Data, Teacher Recruiting Survey

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE SRART/ END	RESOUECES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Recruit foreign teachers.	Minority teachers	Director of Personnel, Coordinator for Recruiting	Spring 2005 - Spring 2006	Staff time, District budget, Title II funds	Teacher Demographic Data, Teacher Recruiting Survey
	Cooperate with local universities to encourage minority student teachers in all programs, with an emphasis on Bilingual, ESL, Special Education, etc.	Minority teachers	Director of Personnel, Coordinator for Recruiting	Spring 2005 - Spring 2006	Staff time, District budget, Title II funds	Teacher Demographic Data, Teacher Recruiting Survey
	Cooperate with area alternative certification programs to encourage minority candidates to apply with Irving ISD.	Minority applicants	Director of Personnel, Coordinator for Recruiting	Spring 2005 - Spring 2006	Staff time, District budget	Teacher Demographic Data, Teacher Recruiting Survey

**GOAL: #5** Provide salary, benefits, professional development, training, and working conditions conducive to recruiting and retaining high quality, highly qualified professional and paraprofessional staff whose culture and ethnic origins reflect the diversity of the Irving ISD student population.

**PERFORMANCE OBJECTIVE 3:** The District will retain 90% of current professional and paraprofessional staff each year.

**NEEDS ASSESSMENT:** In the last five years, the turnover rate has varied from 15.3% to 19.4%.

**PROGRESS/RESULTS (end of year):**

<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING	<b>APPROVED BY:</b> DIC: 3/24/05                      Board: 4/11/05
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**TARGET GROUPS:**  G/T – gifted/talented;  C & T – career & technology;  LEP – limited English proficient;  ArR – at-risk;  Dyes-dyslexic  504;  SpEd – Special Education

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Teacher Liaison Program to mentor first and second year teachers.	First and second year teachers	Coordinator of Staff Development, Director of Personnel	Spring 2005 - Spring 2006	Staff time, District budget, Title II funds	Retention Data, New Teacher Surveys
	Staff Development Programs to increase proficiency in English and Spanish of all staff to better meet needs of all students.	All staff	Director of Staff Development, Director of Personnel, Directors of Elementary and Secondary Education, Principals	Spring 2005 - Spring 2006	Staff time, District budget	Retention Data, PDAS, Teacher Products, Participation data for English and Spanish classes

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE SRART/ END	RESOUECES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Competitive salary and benefit package for all staff.	All staff	Assistant Superintendent of Personnel and Administration, Director of Personnel	Spring 2005 - Spring 2006	Staff time, District budget, Consultants	Retention Data, Salary Surveys, Benefit Survey
	Improved campus support for teachers in their first five years, i.e., scheduling, mentoring, preparation.	First through fifth year teachers	Coordinator of Staff Development, Directors of Elementary and Secondary Education, Director of Personnel, Principals	Spring 2005 - Spring 2006	Staff time, District budget	Retention Data, Surveys
	Provide training and incentives to get all teachers an ESL Supplement.	All teachers	Coordinator of Staff Development, Director of Personnel	Spring 2005 - Spring 2006	Staff time, Training leaders, Materials, District/ Title II budgets	Personnel Records, Teacher Certificates
	Provide flexible delivery systems for Staff Development, especially enhanced training for all staff in the areas of Special Education, ESL, technology, and reading.	All staff	Coordinator of Staff Development	Spring 2005 - Spring 2006	Staff time, Training leaders, Materials, Technology System, District and Title Budgets	Retention data, Surveys, PDAS

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE SRART/ END	RESOUECES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Focused Staff Development training for second through fifth year leaders, (i.e., CHAMPS).	Teachers in years 1-5	Coordinator of Staff Development, Teaching & Learning Department	Spring 2005 - Spring 2006	Staff time, Training leaders, Materials, District budget	Retention data, Surveys, PDAS
	Implement fall and spring communication campaign with current staff regarding the continuing benefits and advantages to teaching in IISD.	All staff	Director of Personnel, Director of Public Information, Coordinator of Staff Development	Spring 2005 - Spring 2006	Staff time, Materials, District and Title budgets	Retention Data, Campaign Data

<b>GOAL: #5</b> Irving ISD will comply with Texas Education Code 25.112 to not exceed the 22-1 class size cap for every classroom in grades K-4.						
<b>PERFORMANCE OBJECTIVE 4:</b> 100% of all Irving ISD classrooms, in grades K through 4, will be no larger than 22 students.						
<b>NEEDS ASSESSMENT:</b> IISD has requested a class size waiver for both semesters in 2004-2005, with five classrooms exceeding the cap in the fall and fourteen in the spring. IISD has approximately 650 elementary classrooms subject to the cap.						
<b>PROGRESS/RESULTS (end of year):</b>						
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING					<b>APPROVED BY:</b> <b>DIC:</b> 3/24/05 <b>Board:</b> 4/11/05	
<b>TARGET GROUPS:</b> <input checked="" type="checkbox"/> G/T – gifted/talented; <input checked="" type="checkbox"/> C & T – career & technology; <input checked="" type="checkbox"/> LEP – limited English proficient; <input checked="" type="checkbox"/> ArR – at-risk; <input checked="" type="checkbox"/> Dyes-dyslexic <input checked="" type="checkbox"/> 504; <input checked="" type="checkbox"/> SpEd – Special Education						
✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	District will provide adequate staff to keep all classes at or under the 22-1 cap.	Students	Director of Personnel	Spring 2005 - Spring 2006	Staff time, Budget, Facilities	Class counts
	Principals will evaluate each class on their campus for compliance, and make the necessary adjustments to keep all classes under 22-1.	Students	Principal, Director of Personnel	Spring 2005 - Spring 2006	Staff time	Class counts
	District will use Bond money to build adequate number of schools and classroom space to accommodate the classrooms needed.	Students	Assistant Superintendent for Support Services	Spring 2005 - Spring 2006	Staff time, Bond money, Budget, Facilities	Class counts

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE SRART/ END	RESOUECES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	District will study long term growth patterns to anticipate facility and staffing needs.	Students	Director of Planning/ Research/ and Evaluation	Spring 2005 - Spring 2006	Staff time, Budget, Outside consultants	Class counts

## **Board Goal #6**

Work aggressively to influence legislators and educate District stakeholders about the crisis in public education funding due to the loss of meaningful discretion in setting a local tax rate and continuing increase in student enrollment.

# **Board Goal #6**

<b>GOAL: #6</b> Work aggressively to influence legislators and educate District stakeholders about the crisis in public education funding due to the loss of meaningful discretion in setting a local tax rate and continuing increase in student enrollment.						
<b>PERFORMANCE OBJECTIVE:</b> IISD staff and stakeholders will actively communicate with each other and legislators to create awareness of financial crisis.						
<b>NEEDS ASSESSMENT:</b> Stakeholders need accurate and timely information about IISD demographics, finances, and instructional needs. Residents not pleased with declining homestead exemption. Local legislators not fully supportive of the public schools. Economically disadvantaged student population is 65% and Limited English Proficient is 34%.						
<b>PROGRESS/RESULTS (end of year):</b>						
<b>CURRENT DISTRICT ACCOUNTABILITY RATING:</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> RECOGNIZED <input checked="" type="checkbox"/> ACCEPTABLE <input type="checkbox"/> LOW PERFORMING					<b>APPROVED BY:</b> <b>DIC:</b> 3/24/05 <b>Board:</b> 4/11/05	
<b>TARGET GROUPS:</b> <input checked="" type="checkbox"/> G/T – gifted/talented; <input checked="" type="checkbox"/> C & T – career & technology; <input checked="" type="checkbox"/> LEP – limited English proficient; <input checked="" type="checkbox"/> ArR – at-risk; <input checked="" type="checkbox"/> Dyes-dyslexic <input checked="" type="checkbox"/> 504; <input checked="" type="checkbox"/> SpEd – Special Education						
✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	<p>Although this goal is primarily the responsibility of the Board Members, the following strategies detail how staff will assist in:</p> <p>IISD Administration will welcome opportunities to speak to PTAs parents, residents about school finance in Texas and IISD.</p>	Staff, PTA, Parents, Residents	Superintendent, Executive Director of Finance, Administrative Staff	2005-2006		Track meetings where IISD message about funding is requested

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE SRART/ END	RESOUECES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Superintendent will continue to write letters to state legislators regarding school finance.	Legislators	Superintendent	2005-2006		Letters written to legislators regarding school finance
	Superintendent will continue to write school finance articles for <u>Inside IISD</u> , district news insert to <u>The Dallas Morning News</u> .	Residents, Parents, Staff	Superintendent, Public Information	2005-2006		Articles written for district news insert
	Executive Director of Finance and Assistant Superintendent for Teaching & Learning, will continue to represent the IISD as members of the Texas School Alliance.	Legislators	Executive Director of Finance, Assistant Superintendent for Teaching & Learning	2005-2006		Membership in Texas School Alliance
	Public Information Department will continue to provide information about the IISD to stakeholders.	Parents, Realtors, Chamber of Commerce, Newcomers, Residents, Legislators, Teacher Groups	Director of Public Information	2005-2006		Information distributed

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE SRART/ END	RESOUECES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Arrange for IISD administrators to speak to service clubs regarding school finance.	Rotary Club, Lion's Club, etc.	Director of Public Information, Superintendent, Executive Director of Finance	2005-2006		Articles or information published
	Continue to post finance information on the IISD website.	Parents, Students, Staff, Residents	Director of Public Information, Communications Specialist, IISD Web-Master	2005-2006		Articles or information posted on website
	Continue to present school finance information at school board meetings.	Residents, Parents, Staff	Superintendent, Executive Director of Finance, Assistant Superintendent for Teaching & Learning	2005-2006		Information presented at school board meetings
	Provide school finance information to Irving City Council.	Elected City Represent atives	Superintendent, Executive Director of Finance, Director of Public Information	2005-2006		Information delivered to City Council

✓ = Complete	STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	TARGET GROUP	STAFF/OTHER PERSONS RESPONSIBLE	TIMELINE SRART/ END	RESOUECES NEEDED: HUMAN MATERIAL FISCAL	EVIDENCE OF MONITORING/ ATTAINMENT
	Work with area news media to tell the crisis in school funding story.	News Media	Director of Public Information, Executive Director of Finance, Assistant Superintendent of Teaching & Learning	2005-2006		News stories about school finance

# Glossary

## COMMONLY USED ABBREVIATIONS

<b>A</b>	AA	African American
	ACA	Academy
	ACE	Alternative Education Campuses
	ACR	Assessment Consortium Repository
	ACT	American College Testing
	ACT PLAN	American College Testing Career Assessment
	ADA	Average Daily Attendance
	ADM	Administrative Data Management
	AEIS	Academic Excellence Indicator System
	AEP	Alternative Education Campuses
	AIM	Accelerated Instruction in Math
	AIP	Accelerated Instruction Plan
	ALP	Alternative Learning Teacher
	AMI	Accelerated Math Instruction
	AP	Advanced Placement
	AP	Assistant Principal
	AR	Accelerated Reader
	ARD	Admission, Review and Dismissal Committee
	ARI	Accelerated Reading Instruction
	AsPI	Asian Pacific Islander
ATH	Athletics	
AtR	At-Risk	
ATT	Attendance	
AYP	Adequate Yearly Progress	
<b>B</b>	BIL	Bilingual
<b>C</b>	C & T	Career & Technology
	CAMT	Conference for Advancement of Math Teachers
	CAP	Comprehensive Analysis Process
	CAPS	Conquering Academics with Parent Support
	CAST	Conference for Advancement of Science Teachers

CASH	Cashier
CATE	Career & Technology Education
CBE	Credit by Exam
CBL	Calculator-Based Laboratory
CCTV	Closed Circuit Television
CI	Comparable Improvement
CIC	Campus Improvement Committee
CIP	Campus Improvement Plan
CLASS	Comprehensive Learner Adapted Scope and Sequence
CLEP	College-Level Examination Program
CLRK	Clerk
COMP	Computer
COORD	Coordinator
COUN	Counselor
CREST	Coalition of Reading & English Supervisors of Texas
CRESST	Center for Research on Evaluation, Standards & Student Teaching
CT	Campus Technician

## D

DAP	Distinguished Achievement Program
DAEP	Disciplinary Alternative Education Program
DIAG	Diagnostician
DIC	District Improvement Committee
DIP	District Improvement Plan
DLL	Descubriendo La Lectura
DP	Data Processing

## E

EAC	Employee Advisory Council
ECE	Early Childhood Education
ED	Economically Disadvantaged
EDC	Elementary Development Center (discipline)
ELA	English Language Arts
ELL	English Language Learners
ELPOP	English Proficiency Observation Protocol
EOC	End-of-Course
ES	Elementary School
ESL	English as a Second Language
ExcET	Examination for the Certification of Educators in Texas

<b>F</b>	F	Female
	FERPA	Family Educational Rights and Privacy Act
	FTE	Full-Time Equivalent
<b>G</b>	G	Gridable
	GAW	Geography Awareness Week
	GE	Grade Equivalent
	GEAR	Gaining Early Awareness and Readiness for Under- Graduate Programs
	GED	General Equivalency Diploma
	GEN	General
	Gen Y	Generation Yes Program
	GPC	Grade Placement Committee
	GT	Gifted & Talented
<b>H</b>	H	Hispanic
	HESP	High School Equivalency Program (formerly referred to as GED-Graduate Equivalency Diploma)
	HIPPY	Home Instruction for Parents of Pre-School Youngsters
	HS	High School
<b>I</b>	IB	International Baccalaureate
	IC	Instructional Center
	IEP	Individual Education Plan
	IHS	Irving High School
	IISD	Irving Independent School District
	IPT	Idea Proficiency Test
	IRA	International Reading Association
	ISS	In-School Suspension
	ITBS	Iowa Test of Basic Skills
ITS	Instructional Technology Specialist	
<b>J</b>	JHS	Junior High School
	JJAEP	Juvenile Justice Alternative Education Program

<b>K</b>	K	Kindergarten
<b>L</b>	LAT	Linguistically Accommodated Testing
	LDAA	Locally Developed Alternative Assessment
	LDC	Language Development Center
	LEP	Limited English Proficient
	LIB	Librarian
	LPAC	Language Proficiency Assessment Committee
	LRE	Least Restrictive Environment
<b>M</b>	M	Male
	M&O	Maintenance & Operation
	MC	Multiple Choice
	MEGA	Motivation, Education, Guidance Achievement
	MHS	MacArthur High School
	MNGR	Manager
	MS	Middle School
<b>N</b>	NAEP	National Assessment of Education Proficiency
	NAEYC	National Association for Education of Young Children
	NCE	National Cure Equivalent
	NCLB	No Child Left Behind
	NCR	No Carbon Required (carbonless paper)
	NEA	National Education Association
	NHS	Nimitz High School
	NMSQT	National Merit Scholarship Qualifying Test
	NUR	Nurse
<b>O</b>	OAS	Office Administrative Service
	OEYP	Operational Extended Year Program
	ORCH	Orchestra
<b>P</b>	PAC	Parent Advisory Council
	PAL	Peer Assistance League
	PDAS	Professional Development Appraisal System
	PDD	Autistic

PDI	Program for Developmental Instruction
PE	Physical Education
PEIMS	Public Education Information Management System
PEP	Parenting Education Program
PER	Personnel
PGP	Personal Graduation Plans
PID	Person Identification Database
PK	Pre-Kindergarten (4 year old)
PLAN	Career Plan (PreACT)
PPCD	Early Childhood Special Education (3 & 4 year olds)
PR	Public Relations
PRE	Pre-kindergarten
Pre-AP	Pre-Advanced Placement
PRIDE	Positive Role Models in Drug Education
PRIN	Principal
PSA	Personal and Social Adjustment (Emotionally Disturbed)
PSAT	Preliminary Scholastic Aptitude Test
PSP	Personal Success Plan
PSSS	PreSAT Scoring Service
P/SS	Parent/Student Services
PTA	Parent Teacher Association
P1st	Pre-First

## R

RAD	Reading Across Disciplines
RECPT	Receptionist
RES	Resource
RHSP	Recommended High School Program
RPTE	Reading Proficiency Test in English

## S

SA	Short Answer
SA COUN	Student Assistant Counselor
SAS	Student Assistance Services
SAT	Scholastic Aptitude Test
SCE	State Compensatory Education
SD	Standard Deviation
SDAA II	State-Developed Alternative Assessment II
SEC	Secretary
SEM	Standard Error of Measurement

SLC	Smaller Learning Communities
SOAR	Soar to Success (Reading Program)
SPH	Severe and Profoundly Handicapped
SPCH THR	Speech Therapist
SpEd	Special Education
SpECS	Special Education Compliance Status
SRC	Secondary Reassignment Center (discipline)
SRO	School Resource Officer
SSI	Student Success Initiative
STAR	Students At Risk
STaR Chart	School Technology and Readiness Chart
STEPS	Skills to Empower People

## T

T & L	Teaching & Learning
TAAS	Texas Assessment of Academic Skills
TAC	Texas Administrative Code
TAG	TLI Average Growth
TAIR	Texas Association of Reading Instructors
TAKS	Texas Assessment of Knowledge and Skills
TAP	Texas Assessment Program
TASA	Texas Association of School Administrators
TASB	Texas Association of School Boards
TASP	Texas Academic Schools Program
TASSP	Texas Association for Secondary School Principals
TCH	Teacher
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System
TEPSA	Texas Elementary Principals and Supervisors Association
TEXES	Texas Examinations of Educator Standards
THEA	Texas Higher Education Assessment (previous TASP)
THR	Therapist
TITL I	Title One
TLI	Texas Learning Index
TOP	Texas Observation Protocol
TPII	Texas Prevention Impact Index
TPRI	Teachers Primary Reading Inventory
TR	Trainer

	TSAP	Texas Student Assessment Program
	TTAS	Texas Teacher Appraisal System
	TV	Television
	TWU	Texas Women's University
<b>U</b>	UBCL	Union Bower Center for Learning
	UTA	University of Texas at Arlington
<b>V</b>	V	Vocational
	V COUN	Vocational Counselor
	VP	Vice Principal
<b>W</b>	W	White
	WADA	Weighted Average Daily Attendance
	WC	Written Composition
	504	At-Risk