

# Irving Independent School District

## District Improvement Plan

2018-2019

Accountability Rating: B



# Mission Statement

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

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

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

## Vision

**Excellence and Equity for All**

### Strategic Objectives

- **Each student will...**

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

# Value Statement

- **We believe that...**

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

<b>Total Enrollment</b>	<b>34,725</b>	
Economically Disadvantaged:	26,992	77.62%
English Language Learner:	13,535	39.0%
At-Risk:	24,287	69.9%
Career & Technology Education:	9,820	28.3%
Gifted & Talented:	4,274	12.3%
Special Education:	2,535	7.3%

### Enrollment by Ethnicity

American Indian	1.6%
Asian	3.3%
Black / African	12.8%
American Hispanic / Latino	72.2%
White	8.9%
Hawaiian / Pacific Island	2.2%
Two or More	1.1%

# Student Achievement

## Student Achievement Summary

Irving ISD received a grade of a *B* in the new 2018 accountability system. 31 of 33 campuses, met standard on the 2018 accountability system. Two campuses – John R. Good Elementary and Britain Elementary School – are identified as Improvement Required (IR) Schools. John R. Good has also been identified as a comprehensive support campus.

### Accountability Measures:

#### *Domain I: Student Achievement*

- 16 of 20 elementary campuses met Domain I standard
- 8 of 8 middle schools met Domain I standard
- 4 of 4 high school campuses met Domain I and 1 AE campus met Domain I standard

#### *Domain IIA/IIB: Student Progress*

- 14 out of 20 elementary campuses met Domain IIA standard
- 4 out of 8 middle school campuses met Domain IIA standard
- 2 out of 4 high school campuses met Domain IIA and 1 AE Campus met Domain IIA standard
- 17 out of 20 elementary campuses met Domain IIB standard
- 7 out of 8 middle school campuses met Domain IIB standard
- 4 out of 4 comprehensive high schools met Domain IIB standard

#### *Domain III: Closing the Gap*

- 15 out of 20 elementary campuses met Domain III standards
- 5 out of 8 middle school campuses met Domain III standards
- 2 out of 4 high school campuses met Domain III and 1 AE campus met Domain III standards

### District:

- The district met Domains I, IIB and III. The highest scoring Domain was Domain I -Student Performance.

## Student Achievement Strengths

## State Distinctions:

- 8 out of 20 elementary schools earned a distinctions
- 3 out of 8 middle schools earned a distinctions
- 4 out of 4 High Schools earn a distinction
- de Zavala Middle School garnered 6 out of 7 possible distinctions

## Elementary

The majority of elementary campuses improved their mathematics scores. 12 campuses improved the percentage of students scoring at Approaches grade level, 12 campuses improved the percent of students at Meets, and 10 campuses improved the percent of students at Masters. Elementary reading results were mixed.

The percent of students at Approaches in reading increased 3 percentage points over 2017 (68%). 13 campuses saw an increase in percent of students at the Approaches level. Meets and Masters grade level was down district wide in reading. Only 3 campuses improved reading at the Meets and Masters level over the 2017 results.

Writing results were up eight percentage points over 2017 at the Meets grade level (29%) and Masters was up three percentage points over 2017 (7%). The percent of students at Approaches grade level remained constant at 53%.

Science scores are an area of concern. They were down district wide except at Davis and Elliott, which were the only campuses to show gains in all three score categories.

In conclusion, the overall results for the district are essentially the same as the overall results in 2017 with individual campuses trending either down in all three categories or up in all three categories. When looking at overall percent of students at Approaches (all tests combined for accountability), Keyes, Davis, Farine, Gilbert, Hanes, Lee, Lively, Stipes, and Townley all showed gains in all three score categories. Keyes had the greatest overall improvement with Gilbert a close second. Britain, Good, Johnston, Schulze, and Townsell were down in all three categories.

## Middle School:

Grades 6-8, the District made a one percentage point gain in the percentage of students at Approaches Grade Level. The percent of students at Masters Grade Level was up six percentage points to 33%. The overall students at Masters Grade Level was up two percentage points to 13%. Every middle school campus improved their percent at Meets Grade Level and percent at Masters Grade Level. Approaches Grade Level was up at 4 of the middle schools. Mathematics was up district wide in all score categories (Approaches, Meets, and Masters). Every campus improved their percent at Meets Grade Level and Masters Grade Level compared to 2017. Reading had the same success at Meets Grade Level and Masters Grade Level with every campus making gains over 2017. Writing was mostly down overall but, three campuses improved in all three score categories (Bowie, Lady bird, de Zavala). There was improvement at Meets Grade Level on five campuses and improvement in writing at Masters on seven campuses. Science results are down at the Approaches level at the majority of campuses but, the Meets Grade Level and Masters Grade Level scores are mostly higher with only one campus

decreasing in all three score categories (Lamar). Social Studies results were higher overall for the district in all three score categories. Four campuses improved their science scores in all three score categories (Bowie, Crockett, de Zavala, Travis) and three campuses decreased in all three score categories (Austin, Lady Bird Johnson, Lamar).

In conclusion, the overall results for the District are higher than in 2017. All campuses had overall improvement in the percent of students at the Meets Grade Level and Masters Grade Level score categories. Reading and Math are the bright spots with most campuses improving in all three score categories. Writing, science, and social studies results are mixed. Some campuses had success in all three score categories and others declined in all three score categories.

## **High School:**

8834 students took an EOC STAAR test in the 2018 accountability window. When the English I, English II, Algebra I, Biology, and U.S. History tests were combined and compared to 2017 results, the district is slightly up. Approaches grade level remained the same as the 2017 results at 74%. Meets grade level was up one percentage point to 45% over 2017, and masters grade level was up one percentage point to 13%.

Cardwell Career Prep is on the alternative accountability system and is graded on a different standard. The English I and II scores were slightly up over 2017 scores. Nimitz and Irving High School increased the percent of students at approaches by five percentage points on English I. Nimitz and Singley improved in all three score categories on English II (approaches, meets, and masters). Singley had the greatest overall improvement on English II. Singley improved five percentage points at approaches to 71%, four percentage points at meets to 44%, and 3 percentage points at masters to 4%.

The District's algebra I scores were high. 85% of students reached the approaches standard. This is the same as in 2017. Meets grade level was up two percentage points to 48% and masters grade level was up two percentage points to 20%. Nimitz realized a 12-percentage point increase in meets grade level to 34%. Overall, algebra scores maintained or were higher in meets and masters at all campuses.

Biology scores remained high. The District percent at approaches was 86%. Meets was at 51% and masters at 14%. Irving High School improved in all three score categories. Approaches was up three percentage points to 84%. Meets was up eight percentage points to 49%. Masters was up two percentage points to 5%. Our lowest campus was at 83% approaches, which is a strong score.

U.S. History scores remained high with the District at 90% approaches, 63% meets, and 32% masters. The District and most campuses realized an increase in meets and masters for History. Nimitz and Singley improved nine percentage points over 2017 in the masters score category.

Overall, Scores were up slightly with the biggest improvements in the meets and masters levels on many exams as discussed above.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Elementary reading scores at the meets and masters achievement level was down district wide. **Root Cause:** Lack of training for teachers in early literacy may be a cause. The district hasn't focused on a solid reading program for literacy.



**Problem Statement 2:** In writing in elementary school the percent of students at Approaches grade level remained constant at 53%. **Root Cause:** Lack of training for teachers in balanced literacy may be a cause. The district hasn't focused on a solid integrated writing program.

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

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

# District Culture and Climate

## District Culture and Climate Summary

### Parent Involvement Survey

Results indicate a high level of parental satisfaction with the communication, campus involvement opportunities, academics and climate at their child's campus

### Gallup Student Poll

Gallup Student Poll was conducted for the 2017-2018 school year. It was administered in the Fall of 2017.

Gallup Student Poll from fall 2017 indicated as follows:

#### *Engagement:*

The percentage of engaged students district wide increased by 2 percentage points from 46% to 48%.

Although the percentage of engaged students declined nationally from 2015 to 2017, the percentage of engaged students in Irving ISD increased 2 percentage points in the same time period

- Slight gains in overall engagement scores were seen for students in 7th and 8th grade
- Similar to results seen in 2015, students indicate that IISD schools provide environment where students are encouraged to learn and build peer relationships

#### *Hope:*

The percentage of hopeful students decreased by one percentage point from 2015 to 2017, following national trends:

- IISD students have high hopes for their futures (graduation, college, career)
- Hopefulness tends to remain strong across grade levels
- IISD students have concerns for the nearer term (ways around problems, grades)

### Parents:

#### *Parent Involvement Survey*

Results indicate high levels of parent satisfaction with campus and district communication Clear majority of parents indicate they have been informed of Parent Center activities and have been contacted multiple times throughout the school year about volunteer opportunities.

Results indicate high levels of satisfaction with communication with teachers regarding academics.

## **Staff**

### *Staff Climate Survey*

Responses to engagement items indicate that Irving ISD staff members are engaged in their jobs.

Responses to school leadership questions indicate that staff members are satisfied with leadership at their campus.

## **District Culture and Climate Strengths**

### **Parent Involvement Survey**

Results indicate high levels of parent satisfaction with campus and district communication

Vast majority of parents indicated they had been informed of Parent Center activities and had been contacted multiple times throughout the school year about volunteer opportunities.

Results indicate high levels of satisfaction with communication from teachers regarding academics Gallup Student Poll

### **Staff Quality, Recruitment, and Retention Summary**

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

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

### **Professional Development:**

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

New Teacher Orientation will provide teachers with district and campus level support.

IISD Professional Development plan will include 18 hours of professional development with a focus on Depth of Knowledge, literacy and writing across the curriculum.

## **Problem Statements Identifying District Culture and Climate Needs**

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

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

The Backward Design Model (*Understanding by Design: Wiggins & McTighe*) being used to revise the current curriculum. Revised curriculum will need to provide more direction and structure through learning plans to support teachers in lesson design and delivery. The new revised curriculum will address the weak areas of the state standards and testing.

Curriculum writing involved over 133 courses, grades PK-12 including math, science, social studies, English Language Arts, Languages other an English, Fine Arts, PE and Health. Pre-K, Bilingual/English as a Second Language, Gifted and Talented, Life and Special Education.

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

## District Curriculum Assessments

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

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

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

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

## Curriculum, Instruction, and Assessment Strengths

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

SWAG sessions were held each six weeks to pre-teach the curriculum.

Curriculum feedback was collected from academic specialists and campus teachers each six weeks.

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

development.

### **District Curriculum Assessment**

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

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

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

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

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

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

## Parent and Community Engagement Strengths

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

## Problem Statements Identifying Parent and Community Engagement Needs

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

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

# District Context and Organization

## District Context and Organization Summary

### Superintendent's Leadership Team

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

### Leadership Support Team:

Dr. Sarah Flournoy	Chief Legal Counsel
Tierney Tinnin	Executive Director of Communications
Dr. Jeannine Porter	Executive Director of Employee Services
Dr. Lance Campbell	Assistant Chief of MS & Student Support Services
Dr. Laina McDonald	Assistant Chief of HS & Academic Support Services
Dr. Whit Johnstone	Executive Director of Research & Evaluation
Imelda Little	Executive Director for PK-5 Schools - West
Julie Miller	Executive Director for PK-5 Schools - East
Jim Scrivner	Executive Director of Facilities & School Support Services
Fernando Natividad	Executive Director of State/Federal Programs and Compliance

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



## Technology Summary

- District expectation: Technology is used as a resource to amplify curriculum. When lessons begin with strong content and pedagogy, a natural use of technology provides student engagement with communication, collaboration, and creativity with an understanding that technology supports curriculum not drive assessment.
- Digital learning resources and instructional materials are evaluated using a rubric for both quality of content as well as technology functionality. We comply with COPPA, CIPA, FERPA, and other laws pertaining to the use of technology in schools. Diverse committees of stakeholders are formed for the evaluation process.
- Equipment/ Device Summary: District is establishing an equitable and sustainable K-12 distribution plan with 15 devices PK-5, 1-to-1 iPads for 5 middle schools through a Verizon grant, 25 Chromebooks and 5 iPads, plus 4 additional floating carts of 30 iPads for the remaining 3 middle schools, and 1 cart of 30 Chromebooks for each HS classroom.
- Ongoing in-person and virtual training
- Comprehensive iLearn site with short “how-to’s” maintained by Digital Development department
- eCourses offered asynchronously and synchronously
- Library computers are available for parent/student use throughout the day
- Various parent classes that include technology literacy components across campuses

# Professional Development Implementation

## Professional Development Implementation Summary

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

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

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

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

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

## Professional Development Implementation Strengths

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

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

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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate s degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Organizational structure data
- Communications data

# Goals

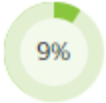
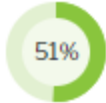




Revised/Approved: October 31, 2018

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

**Performance Objective/Specific Result 1:** Focus on Literacy

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

**Summative Evaluation 1:**

Strategy Description/Action Steps	Project Lead	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Train and support teachers in reading/ writing strategies through reading and writing workshops in grades K-5.</p>	Curriculum School Leadership	Increase STAAR scores and close the gap between IISD and the State by 5%.				
<p><b>PBMAS</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Train and support teachers to effectively implement an aligned reading and writing curriculum.</p>	Curriculum School Leadership	Increase STAAR scores and close the gap between Irving ISD and the State by 5%.				

Strategy Description/Action Steps	Project Lead	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>PBMAS</b> <b>TEA Priorities</b> Build a foundation of reading and math 3) Implement effective systems of support for ELL's and students in special populations in reading and writing.	RtI Principals School Leadership	Improve STAAR performance by 5%.				
<b>PBMAS</b> <b>TEA Priorities</b> Improve low-performing schools 4) Implement campus PLC's during the school week to focus on the learner and their needs.	Principals School Leadership	Close the gap between IISD and the State by 5%.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

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

**Performance Objective/Specific Result 2:** College Readiness

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

**Summative Evaluation 2:**

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



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

**Performance Objective/Specific Result 3: Career Readiness**

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

**Summative Evaluation 3:**




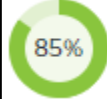






Strategy Description/Action Steps	Project Lead	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college 1) Implement focused guidance lesson that engage students in the path to college and or career.</p>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

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

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

**Evaluation Data Source(s) 1:** Increase in teacher retention

**Summative Evaluation 1:**

Strategy Description/Action Steps	Project Lead	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create screening and interviewing criteria.	Executive Directors for HR	Continue to increase teacher retention.				
2) Create effective systems to recruit in high need areas.	Assistant Superintendent of Human Resources	Increase fill rate for high demand teaching areas.				
3) Expand current university partnerships and create new partnerships to promote Irving ISD to future educators.	Assistant Superintendent of Human Resources Executive Directors of Human Resources	Increase university partnerships.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

**Performance Objective/Specific Result 2:** Retaining life changing educators

**Evaluation Data Source(s) 2:** Retention rate

**Summative Evaluation 2:**

Strategy Description/Action Steps	Project Lead	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a mentorship program that can be sustained (retired teachers, etc.)	Assistant Superintendent of Human Resources Executive Directors of Human Resources					
2) Implement a survey to receive feedback from staff.	Assistant Superintendent of Human Resources Executive Directors of Human Resources Office of Planning, Evaluation & Research	Input from staff on ways to increase a positive experience in Irving ISD.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Create and implement creative retention programs at the campus level that meet the needs of individual educators.	Assistant Superintendent of Human Resources Executive Directors of Human Resources Principals	Continue to increase the retention rate for teachers.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

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

**Performance Objective/Specific Result 3:** Employee Engagement

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description/Action Steps	Project Lead	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop and implement development programs that meet the needs of educators.	Assistant Superintendent of School Leadership and Development Professional Development Coordinators	Increase professional offerings.				
2) Implement opportunities for teacher voice in district program decisions.	Assistant Superintendent of School Leadership and Development					
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> 3) Research and implement offerings/choices that align with district initiatives Learn2Inspire.	Assistant Superintendent of School Leadership and Development Professional Development Coordinators	Student scores on MAP and STAAR will increase.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						


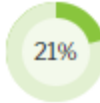

### Goal 3: Irving ISD will provide a safe and nurturing learning environment.

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

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

#### Summative Evaluation 1:

Strategy Description/Action Steps	Project Lead	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide engaging programs for students and parents to increase involvements in support resources.	Parent Engagement Coordinators Campus Principals	Increase engagement opportunities through the parent centers and district wide programs by 10%.				
2) Create better internal communication at the campus and district level.	Communications School Leadership Campus Principals	Survey data will indicate a positive trend with staff in regard to communication.				
3) Create and implement effective support systems and programs for students and parents.	Director of Guidance, Counseling and College Readiness At-Risk Coordinator Coordinators of Parent Programs	Increase outreach services and program contacts by 25%.				
4) Enhance the current mentoring program that is diverse and impacts students at all campuses.	Director of Guidance, Counseling and College Readiness At-Risk Coordinator	Increase the number of mentors at each campus by 10%.				

Strategy Description/Action Steps	Project Lead	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>5) Ensure that students and staff are trained in the safe use of technology:- Training on the safe and proper use of all devices (e.g. individual laptop, lab computers, thumb drives, etc.).</p> <ul style="list-style-type: none"> <li>- Ensuring that the device assigned to them has been updated with the latest virus protection package.</li> <li>- Training on executing virus protection scans.</li> <li>- Training on managing and protecting passwords.</li> <li>- Training on Acceptable Use Policy (AUP).</li> </ul> <p>The focus will not only be on the implementation of these steps but also on the monitoring of the implementation using objective and verifiable data.</p>	Technology / Digital Learning	The implementation of these steps will ensure that our students and staff are well trained in the safe and acceptable use of technology. This includes the care and protection of their assigned devices and the software that runs on these devices. This will help with the prevention of devices being lost, stolen, or broken as well as sensitive data being lost, stolen, or compromised.				

Strategy Description/Action Steps	Project Lead	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>6) Cyber Security - Ensure that students and staff are trained in the safe use of the internet including social media, phishing attempts, and general internet etiquette (aka net-etiquette). This will be accomplished by :</p> <ul style="list-style-type: none"> <li>- the use of Guest speakers, presentations, and visits by: Digital Learning Coaches (DLCs), Counselors, Librarians, and Security Resource Officers (SROs).</li> <li>- Creating or referencing online library / digital resource of web pages and videos.</li> <li>- Utilizing applications that help to identify, evaluate and train users on safe use of the internet.</li> <li>- Optimizing the Network Infrastructure to ensure that both the students and staff are protected from viruses and inappropriate content. This includes optimizing the district's: <ul style="list-style-type: none"> <li>- Web Filter</li> <li>- Mobile Device Manager</li> <li>- Firewall</li> </ul> </li> </ul> <p>The focus will not only be on the implementation of these steps but also on the monitoring of the implementation using objective and verifiable data.</p>	Technology / Digital Learning	The implementation of these steps will ensure that our students and staff are well trained in the safe and acceptable use of internet. This includes protecting passwords and sensitive information, adhering to basic internet etiquette, and how to recognize internet-based threats (e.g. phishing, viruses, etc.). This will also result in the prevention of sensitive data being lost, stolen, or compromised.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

# PBMAS Intervention Strategies

Goal	Performance Objective/Specific Result	Strategy	Description
1	1	1	Train and support teachers in reading/ writing strategies through reading and writing workshops in grades K-5.
1	1	2	Train and support teachers to effectively implement an aligned reading and writing curriculum.
1	1	3	Implement effective systems of support for ELL's and students in special populations in reading and writing.
1	1	4	Implement campus PLC's during the school week to focus on the learner and their needs.