

Irving Independent School District
Jack E. Singley Academy
2024-2025 Campus Improvement Plan

SINGLEY
A C A D E M Y



THE
PHOENIX

Mission Statement

The mission of Jack E. Singley Academy is Empowering *all* for personal growth and life-long success.

Vision

We envision Singley Academy as a community where we provide an equitable and excellent education by building positive relationships, engaging in high-levels of learning, and nurturing self-reflection.

Value Statement

- Each student will discover and develop innate potential for ongoing learning by achieving high intellectual and personal goals.
- Each student will flourish in a chosen career path throughout life.
- Each student will develop an identity of self that will exemplify the highest ethical values and civic responsibility.
- Each student will possess the self-efficacy to thrive in and contribute to an ever-changing global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jack E. Singley Academy is unlike a traditional high school in that its framework incorporates six career specialization areas. The Academy is a comprehensive high school that opened its doors during the 2001-2002 school year. This school accommodates 1800 students in grades nine to twelve.

Approved by Irving ISD voters as part of a school bond package in October 1997, Jack E. Singley Academy was constructed on the southeast corner of the North Lake College campus along Macarthur Boulevard in Las Colinas. In 2004, Jack E. Singley Academy became a stand-alone campus. With that, the students and staff chose as its school colors: black, white and silver.

Students from a variety of student organizations expressed an interest in creating a mascot to unify the school and create an even stronger presence at competitions. In the spring of 2015, students voted and selected the Phoenix. The career specializations offered at the academy fluctuate with the demand of the job market, just as a phoenix is known to regenerate. In addition, the flame of the Phoenix ties into the classic Irving ISD flame of knowledge, and its singularity further promotes a sense of unity. The mascot represents focus, commitment and success. Furthermore, the mascot unifies the school's areas of studies, and gives the students something to rally around at competitions.

Our student demographics are as follows:

Hispanic: 74%

African American: 10%

Asian: 7%

White: 6%

Male: 43%

Female: 57%

Attendance Rate: 95.3%

Mobility: 6%

Graduation Completion Rate: 99.7%

Drop out Rate: 0.3%

Economically Disadvantaged: 84%

Discipline: 2.34%

CCMR Percentage: 90.7%

Advanced Placement Enrollment:

Emergent Bilingual: 34%

Special Education: 4%

Teacher/Student Ratio: 1:11

HS Certificate rates: 43%

Early College Enrollment: 21%

Advanced Placement Enrollment: 67%

% of students that remain in HS more than 4 years: 0.5%

of students who enter a HS equivalency certificate program (do not complete, who complete but do not pass the equivalency exam, do not obtain a HS equivalency certificate): 1

Student enrolled in 9th and 10th (academic credit hours, retention rates, placements in DAEP: 1

Attendance Percentage: 95.5% (Hispanic: 95.5%, 95.4%, 96.6%, 95.2%, 96.1%, 94.3%, 94.8%)

Chronically Absent: 2.3%

Discipline: 2024: 227, 2023: 196

ISS: 7.95%, OSS: 3.21%, DAEP: 2.77%, JJAEP: 0%

Student Performance:

STAAR Performance (D1): 78, CCMR: 80, Grade Rate: 10

Reading: 80%, 65%, 9% (AA: 79/62/7, His: 79/62/7, White: 87/80/13, American Indi:71/50/7, Asian: 92/92/28, EB:68/47/3, ED:77/62/9, SpEd: 43/16/0)

Algebra 1: 84%, 31%, 5% (AA: 80/27/10, His: 83/29/3, White: 85/48/11, American Indi:63/25/0, Asian: 97/55/14, EB:72/19/4, ED:80/27/4, SpEd: 100/67/67)

Science: 91%, 50%, 7% (AA: 84/61/9, His: 91/445/3, White: 100/61/41, American Indi:100/44/11, Asian: 100/76/36, EB:88/32/2, ED:90/45/5, SpEd: 74/17/3)

Social Studies: 97%, 71%, 30% (AA: 93/68/32, His: 97/68/27, White: 100/82/41, American Indi:100/50/0, Asian:100/88/56, EB:93/50/12, ED:96/66/27, SpEd: 69/15/15)

Eng 1 EOC:65.17%, 48.3% (2023: 51%, 37%)

Alg 1 EOC: 42.4%, 43.87% (2023: 13%, 11%)

Student Growth:

Student Growth										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)
Reading (2023-27) Interim	69	65	66	72	68	81	70	72	64	60
Reading (2028-32) Next Interim	78	75	76	80	77	85	78	80	74	70
Reading (2038) Long Term	95	95	95	95	95	95	95	95	94	90
Reading Previous Year Rate (TEAL Data)	73	71	72	74	79	88	63	108	73	
Reading Growth Score	71 <div>530.0 742</div>	76 <div>61.0 80</div>	72 <div>398.0 555</div>	70 <div>31.0 44</div>	60 <div>7.2 12</div>	66 <div>29.2 44</div>	50 <div>0.5 1</div>	50 <div>3.0 6</div>	71 <div>455.8 643</div>	65 <div>232.5 359</div>
Points	3	3	3	0	0	0	0	0	3	0
Met Minimum Size	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Mathematics (2023-27) Interim	76	74	77	73	74	87	72	73	75	77
Mathematics (2028-32) Next Interim	82	81	83	80	81	90	80	80	82	83
Mathematics (2038) Long Term	95	95	95	95	95	95	95	95	95	95
Mathematics Previous Year Rate (TEAL Data)	71	63	68	93	125	125		125	72	
Mathematics Growth Score	64 <div>159.2 247</div>	71 <div>17.0 24</div>	64 <div>125.0 194</div>	41 <div>6.2 15</div>	69 <div>4.8 7</div>	87 <div>5.2 6</div>		100 <div>1.0 1</div>	64 <div>145.5 226</div>	67 <div>101.8 153</div>
Points	0	2	0	0	0	0	0	0	0	0
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes

TELPAS:

TELPAS Overall Composite Scores by Years in U.S. Schools for Jack E. Singley Academy for 2023 - 2024

Years in U.S. Schools	Total Students	Beginning		Intermediate		#
		#	% Total	#	% Total	
Second Year	4	0	0.00%	2	50.00%	
Third Year	4	0	0.00%	0	0.00%	
Fourth Year	3	0	0.00%	1	33.33%	
Five or More Years	541	26	4.81%	176	32.53%	

MAP Math:

Grade ↑	
Grade 9	Growth Median and Distribution 37th 38% 18% 13%
	Achievement Winter 2023-2024 Median and Distribution 48th 22% 18% 28% 20% 12%
	Achievement Spring 2023-2024 Median and Distribution 43rd 24% 21%
Grade 10	Growth Median and Distribution 45th 33% 15% 12% 11%
	Achievement Winter 2023-2024 Median and Distribution 51st 17% 21% 23% 23% 16%
	Achievement Spring 2023-2024 Median and Distribution 50th 18% 22%
Grade 11	Growth Median and Distribution 54th 28% 16% 10% 13%
	Achievement Winter 2023-2024 Median and Distribution 50th 17% 23% 24% 21% 15%
	Achievement Spring 2023-2024 Median and Distribution 51st 17% 19%
Grade 12	Growth Median and Distribution 50th 50%
	Achievement Winter 2023-2024 Median and Distribution
	Achievement Spring 2023-2024 Median and Distribution



MAP Reading:



TSIA2:

Singley Seniors:

- TSI Met ELA: 48% (163)
- TSI Met Math: 32% (110)
- TSI Met Both: 26% (87)

Irving ISD Seniors:

- TSI Met ELA: 33% (705)
- TSI Met Math: 17% (375)
- TSI Met Both: 15% (326)

District goal is 30%

Failure Rate: 22% of students failed 1 or more courses during the 2023-2024 school year (9th:110, 10th:141, 11th:103, 12:64)

Demographics Strengths

1. We have systems that align to TEA requirements for CCMR measures, which include our Early College and CTE pathways.
2. Over 99% of students graduate in 4 years or under.
3. On average, Singley Academy teachers have between 15-20 years of experience.
4. Eng II is at the state average for masters and in the top 25% of your comparison 40 campuses.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although 75% of students passed the Alg 1 EOC, we only had 23% of students perform at the Meets/Masters level. Our Emergent Bilingual population performed, on average, 5% below the general population **Root Cause:** Lack of data analysis on on-level instructional practices. Lack of consistency with high quality instruction.

Problem Statement 2 (Prioritized): On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. **Root Cause:** Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Problem Statement 3 (Prioritized): 17% of our student discipline is due to being under the influence of a controlled substance or in possession of a controlled substance. **Root Cause:** Students lack coping mechanism skills needs to deal with peer pressure.

Student Learning

Student Learning Summary

Singley's overall accountability rating is 89.

Domain I: Student Achievement: Scaled Score: 84%

Domain II: School Progress: Part A: Academic Growth: 74% Part B: Relative Performance:**87%**

Domain III: Closing the Gaps: 92%

The percentage of students Approaches/Meets/Masters is as follows:

English 1

- Approaches: 72%
- Meets: 56%
- Masters: 10%

English 2

- Approaches: 86%
- Meets: 72%
- Masters: 9%

Algebra 1

- Approaches: 75%
- Meets: 23%
- Masters: 6%

Biology

- Approaches: 90%
- Meets: 46%
- Masters: 7%

US History

- Approaches: 97%
- Meets: 70%
- Masters: 30%

TELPAS Data:

MAP Growth Data:

Jack E. Singley Academy
Generated by Plan4Learning.com

Failure rate:

CCMR: 90%

TSIA2:

Student Performance:

STAAR Performance (D1): 78, CCMR: 80, Grade Rate: 10

Reading: 80%, 65%, 9% (AA: 79/62/7, His: 79/62/7, White: 87/80/13, American Indi:71/50/7, Asian: 92/92/28, EB:68/47/3, ED:77/62/9, SpEd: 43/16/0)

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Social Studies: 97%, 71%, 30% (AA: 93/68/32, His: 97/68/27, White: 100/82/41, American Indi:100/50/0, Asian:100/88/56, EB:93/50/12, ED:96/66/27, SpEd: 69/15/15)

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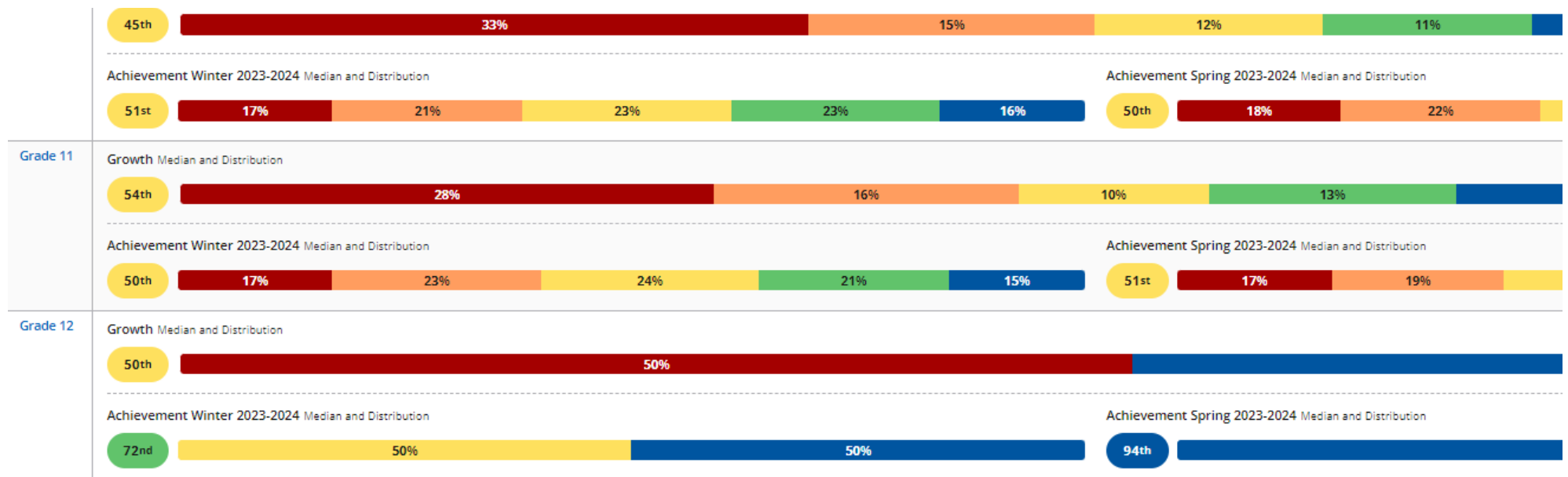
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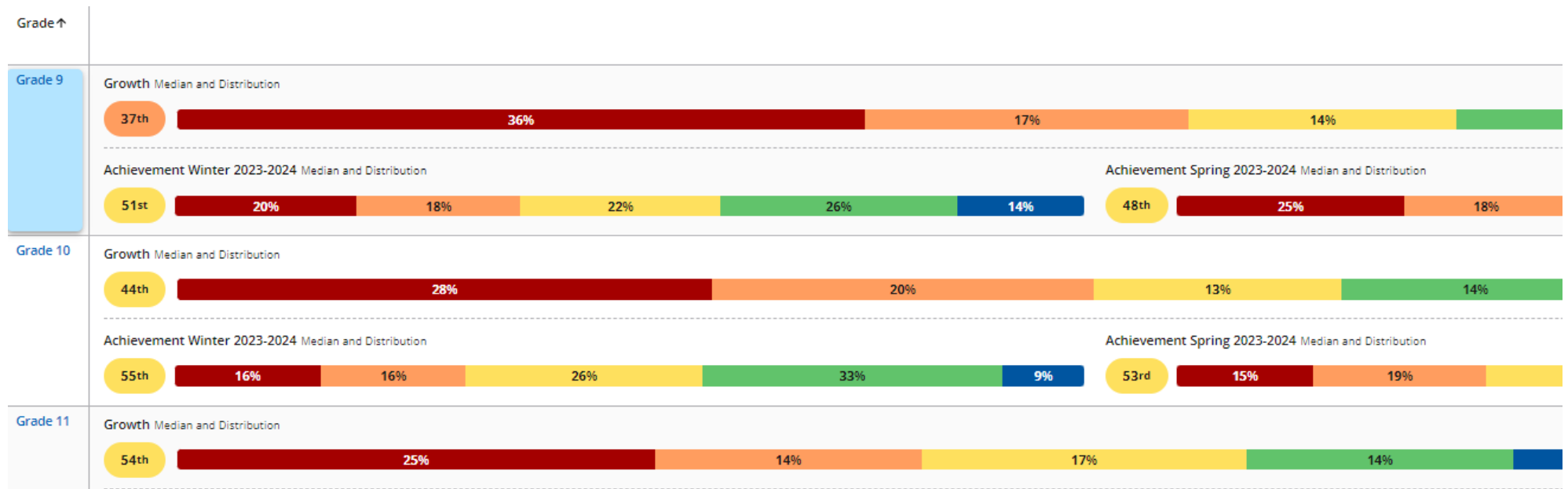
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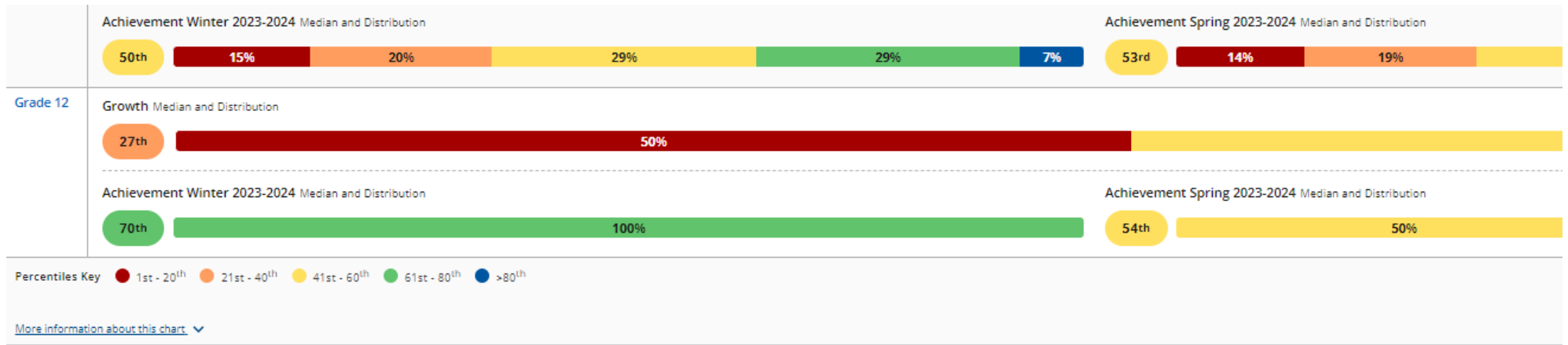
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Grade 10	<p>Growth Median and Distribution</p>



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District goal is 30%

Failure Rate: 22% of students failed 1 or more courses during the 2023-2024 school year (9th:110, 10th:141, 11th:103, 12:64)

Student Learning Strengths

1. There was an increase in Student performance in Algebra 1 from 68% to 75% in Approaches.
2. There was an increase in Student performance in English II from 84% to 85% in Approaches.
3. There was an increase in CCMR percentage from 78% to 90%.
4. Eng II is at the state average for masters and in the top 25% of the comparison 40 campuses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. **Root Cause:** Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Problem Statement 2 (Prioritized): Although 75% of students passed the Alg 1 EOC, we only had 23% of students perform at the Meets/Masters level. Our Emergent Bilingual population performed, on average, 5% below the general population **Root Cause:** Lack of data analysis on on-level instructional practices. Lack of consistency with high quality instruction.

Problem Statement 3: Although 97% of students passed the USH EOC, only 70% Met grade level expectations (9% decrease from previous year) and 30% Mastered grade level expectations(16% decrease from previous year). **Root Cause:** Lack of HQIM in USH PLC and lack of high quality instructional professions. Every instructor was new to the USH content.

Problem Statement 4 (Prioritized): Students percentage of CCMR was over 90%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance. **Root Cause:** Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

Problem Statement 5: 25% of our Emergent Bilingual students scored a 4 on the TELPAS exam. **Root Cause:** Lack of scaffolding and vocabulary building in Tier 1 core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Problem Statement 6 (Prioritized): AP scores are historically lower in comparison to other Irving ISD schools. **Root Cause:** Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

- District-created curriculum for almost all courses except CTE. Follow scope and sequence and differentiate instruction.
- Teachers plan instruction based on data and PLC model (four questions)
- Walkthroughs
- Horizontal alignment through teaming
- Horizontal alignment through PLC
- Vertical alignment through departmental meetings
- Learning walks
- A/B block schedule
- Dedicated homeroom/tutorial time each day (Success Time)
- NMSI- support for AP Math, Science and English courses
- Dedicated PLC time scheduled 2 times a week with Academic Specialist
- UPchieve for 24/7 tutorials
- IFPD days- Instructional Focus Professional Development sessions where we focus on a specific topic or program initiative. All teachers receive this training during a PLC time.

Professional Development:

- IFPD days- Instructional Focus Professional Development sessions where we focus on a specific topic or program initiative. All teachers receive this training during a PLC time.
 - SEL/Self-care for students and staff
 - Get Better, Faster
 - Grading policy/procedures
 - Talk Read, Talk Write
 - CER
 - Higher Order Thinking Questions development
- Learning walks
- NMSI training for AP teachers
- Purposeful planning days
- Academic leadership team meetings
- Data Talks with PLCs

Leadership and Decision-Making Processes:

- Counseling Advisory Meetings with members of the admin and staff
- Monthly Leadership Meetings
- Weekly Administrator Meetings
- Teaming
- Twice Weekly PLCs
- CTE programs Advisory PLCs

- Monthly Academic Leads Meetings

Communication:

- Newsletters: staff, student, and parent
- Parent communication through Kinvolve
- Canvas announcements to students
- Emails sent to parents and students through TAC
- Emails sent to parents and students from DLC
- School Messenger
- Facebook/Twitter/School website
- Counseling department
- MTSS Meetings
- Safety Binders
- Announcements
- Campus TV Screens (Scholastic)
- Campus Leadership Ambassadors
- Student & Staff Recognition - People of the Month, Rising Up Shout Outs (from staff and students)

Organization and Context:

- A/B block schedule
- CTE Signature Studies - pathways for all four years in a specific area of study
- Student clubs
- CTE based skills competitions at district, state and national levels
- Internships for seniors based on CTE pathway
- Dual Credit and Advanced Placement opportunities for all students
- Students may commute to their “home-zoned” school for UIL activities such as athletics, band and choir

Support Services:

- NMSI online and live supports for AP students prior to AP testing
- UPchieve online tutoring (24/7) for students
- MTSS Meetings
- Campus Technicians
- Parent Liaison
- Anxiety Support Group for students
- Academic Specialist
- Tutoring and Boot Camp
- Multicultural Celebration & Support - Posada & International Night, Cultural Clubs, Prayer Space for Muslim students, Education provided for staff

Technology Integration:

- Tech team
- Campus Technicians
- Librarian
- Partnership with Scholastic for Campus TVs

- Student information sharing through Edugence
- Learning Management System (LMS) - Canvas
- [Digital Resources Binder](#)

Discipline Data:

- 2024 total number of referrals: 1007
- 2024 total number of incidents resulting in students who were out of placement: 367

School Processes & Programs Strengths

1. Student led Technology (Task Force) Team.
2. On campus Professional Development opportunities via our Campus based Master Teachers.
3. Awareness of technology based instructional support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Received 12 complaints from parents regarding lack of communication. **Root Cause:** Lack of knowledge regarding district approved communication systems (Kinolve, school messenger, Social media) Lack of authentic parent numbers in school platforms.

Problem Statement 2 (Prioritized): Commuters students were scheduled to leave classes at 3:00pm; 15 minutes before the class is scheduled to end. Commuter students arrived at school between 9:30-10:00am; which resulted in a loss of instructional time. **Root Cause:** Lack of efficient systems in place for students to leave and return to campus in reasonable timeframe

Problem Statement 3 (Prioritized): Overall attendance rate was 95% while the district goal for Singley was 97%. **Root Cause:** Lack of knowledge on PEIMS coding. Lack of teachers following the attendance guidelines.

Problem Statement 4: Repeated misbehavior with our Special Population students who are sent to ISS. Total of 7 special education students who had multiple infractions resulting in an out of placement consequence. **Root Cause:** Lack of emotional/behavior intervention. Lack of systems with ISS environment.

Perceptions

Perceptions Summary

Teacher Retention rate: 74%

Parent engagement data:64

Parent perception:

- 20.7% parents believe that they have been given the opportunity to provide feedback for school improvement.
- 32.4% of parents believe that they have the resources to help students at home.
- 49.8 of parents agree that the school values parent's ideas.
- 76.5% of parents believe that they receive timely information about school events.
- 49.8% of parents believe that they have been given the opportunity to provide feedback for school improvement planning.
- 82% of parents believe that teachers encourage their child to work hard and try difficult tasks.
- 79.9% of parents believe that their child's academic needs are met.

Student perceptions about the campus:

- 72.6% of students report feeling tired
- 64% of students report feeling stressed and overwhelmed
- 53.2% of students state that they are hungry.
- 60.1% of students state they must help their family.
- 66.6% state that they want to avoid getting in trouble at school.
- 75% state that they have trouble getting up in the morning.
- 92% of students agree that teachers encourage them to work hard.
- 88% of students agree that teachers care about them.
- 76% of students agree that teachers make sure that they are learning.
- 94% of students agree that teachers expect them to learn and show progress.
- 75% of students agree they feel safe at school.

Teacher perceptions about the campus:

- 76.8% of teachers believe that campus leaders understand how to use relevant data to guide improvement.
- 75.6% of teachers believe that campus leaders make decisions that support student learning.
- 53.8% of teachers believe that campus leaders seek input from employees as part of the decision making and improvement processes.
- 54.9% of district leaders make decisions that support student learning.

Process for retaining teachers"

- Celebrate teacher performance by Teacher of the Month
- Open door policy with all administrators
- Consistency with student discipline
- Intentionally recognize teachers for going above and beyond

Perceptions Strengths

1. 76.5% of parents believe that they receive timely information about school events.
2. 71.4% of parents believe that the school welcomes input regarding decision making.
3. 77% of parents believe that students feel safe at school.
4. 76.8% of teachers believe that campus leaders understand how to use relevant data to guide improvement.
5. 75.6% of teachers believe that campus leaders make decisions that support student learning.
6. 73.8% of teachers believe that campus leaders have their well being in mind.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 32.4% of parents believe that they have the resources to help students at home. **Root Cause:** 1. Limited English spoken at home. 2. Limited educational experiences at home.

Problem Statement 2: Only 20.7% parents believe that they have been given the opportunity to provide feedback for school improvement. **Root Cause:** 1. No consistent strategy for parents to provide feedback to school. 2. No consistent strategy for parents to get involved with leadership decisions.

Priority Problem Statements

Problem Statement 1: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters.

Root Cause 1: Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Problem Statement 1 Areas: Demographics

Problem Statement 2: 17% of our student discipline is due to being under the influence of a controlled substance or in possession of a controlled substance.

Root Cause 2: Students lack coping mechanism skills needs to deal with peer pressure.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Although 75% of students passed the Alg 1 EOC, we only had 23% of students perform at the Meets/Masters level. Our Emergent Bilingual population performed, on average, 5% below the general population

Root Cause 3: Lack of data analysis on on-level instructional practices. Lack of consistency with high quality instruction.

Problem Statement 3 Areas: Demographics

Problem Statement 4: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters.

Root Cause 4: Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Although 75% of students passed the Alg 1 EOC, we only had 23% of students perform at the Meets/Masters level. Our Emergent Bilingual population performed, on average, 5% below the general population

Root Cause 5: Lack of data analysis on on-level instructional practices. Lack of consistency with high quality instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students percentage of CCMR was over 90%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance.

Root Cause 6: Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: AP scores are historically lower in comparison to other Irving ISD schools.

Root Cause 7: Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Received 12 complaints from parents regarding lack of communication.

Root Cause 8: Lack of knowledge regarding district approved communication systems (Kinolve, school messenger, Social media) Lack of authentic parent numbers in school platforms.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Commuters students were scheduled to leave classes at 3:00pm; 15 minutes before the class is scheduled to end. Commuter students arrived at school between 9:30-10:00am; which resulted in a loss of instructional time.

Root Cause 9: Lack of efficient systems in place for students to leave and return to campus in reasonable timeframe

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Overall attendance rate was 95% while the district goal for Singley was 97%.

Root Cause 10: Lack of knowledge on PEIMS coding. Lack of teachers following the attendance guidelines.

Problem Statement 10 Areas: School Processes & Programs

Goals

Goal 1: Goal I





In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 1: Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 70% to 73.% by May 2025. Increase the percentage of Currently Emergent Bilingual students from 47% to 50% at meets or above on the English I & II EOC by May 2025.

High Priority

Evaluation Data Sources: PLC Agenda
Cambium Formative Assessment Data
Holistic Essay Grading Rubric usage (PLC and student artifacts)
Walkthrough Assessments

Strategy 1 Details		Reviews			
Strategy 1: Implement CER (Claim, Evidence, Reasoning) strategy in all core classes. Teachers will attend an instructional focus PD session to focus on the CER and the mastery rubric. PLCs will incorporate CER, as appropriate, within lessons and discuss data results/performance in PLCs. Strategy's Expected Result/Impact: Increase performance on Short Answer Responses. Staff Responsible for Monitoring: Brandi Johnson TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 1		Formative			Summative
		Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: RLA teams will use the PLC Model centered around Data Digging. Specific strategies include using HQIM (Lead4ward and TFAR). Strategy's Expected Result/Impact: Increase in mastery performance on state and local exams. Staff Responsible for Monitoring: Mariela Ballester TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Results Driven Accountability Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: In ELAR classes teachers will implement 20 minutes of silent reading during Success Time on Thursday, followed by a responsive writing activity in the form of a journal prompt Strategy's Expected Result/Impact: Increase of reading comprehension Staff Responsible for Monitoring: Laura Sichi TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. Root Cause: Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Student Learning

Problem Statement 1: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. **Root Cause:** Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Goal 1: Goal I

In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 2: Increase the percentage of students who score at Meets or above on STAAR Algebra I from 25% to 30 % by May 2025; specifically focusing on an increase of our EB students from 44% to 50%.

High Priority

Evaluation Data Sources: PLC Agendas

MAP Growth Data

Cambium Formative Assessment Data

Delta Math Progress Tracker

Walkthrough Assessments

Strategy 1 Details		Reviews			
Strategy 1: Teachers will work with students to improve mastery of skills. Teachers will provide multiple opportunities for students to show mastery on standards and TEK based skills using campus, district and state assessments. Assessments will be created in PLCs and will focus on standards based skills. Data review on assessments will occur during the PLCs. Strategy's Expected Result/Impact: Increase of student performance on Alg 1 assessment Staff Responsible for Monitoring: Mariela Ballester TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 2		Formative			Summative
		Nov	Feb	Apr	July
Strategy 2 Details		Reviews			
Strategy 2: In Math classes, teachers will create a Do Now that reflects math expectations on College Readiness exams. Strategy's Expected Result/Impact: Increase of mastery of standards in math Staff Responsible for Monitoring: Miranda Koenig TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 2, 4, 6		Formative			Summative
		Nov	Feb	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Although 75% of students passed the Alg 1 EOC, we only had 23% of students perform at the Meets/Masters level. Our Emergent Bilingual population performed, on average, 5% below the general population **Root Cause:** Lack of data analysis on on-level instructional practices. Lack of consistency with high quality instruction.

Student Learning

Problem Statement 2: Although 75% of students passed the Alg 1 EOC, we only had 23% of students perform at the Meets/Masters level. Our Emergent Bilingual population performed, on average, 5% below the general population **Root Cause:** Lack of data analysis on on-level instructional practices. Lack of consistency with high quality instruction.

Problem Statement 4: Students percentage of CCMR was over 90%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance. **Root Cause:** Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

Problem Statement 6: AP scores are historically lower in comparison to other Irving ISD schools. **Root Cause:** Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

Goal 1: Goal I

In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 3: Increase the percentage of students attaining CCMR from 91% to 93% by May 2025; with an intentional focus on an increase in TSIA2 performance and Advanced Placement exams.

- High Priority**
- Evaluation Data Sources: TSIA2 Student Tracker
 - CCMR Data Tracking
 - TSIA2 Student Preparation Participation Sign-In Sheets
 - AP Score Report
 - PSAT Preparation and results
 - AP Potential Report

Strategy 1 Details	Reviews			
Strategy 1: Continue using College Bridge in Algebraic Reasoning and English 4 classes to prepare Seniors for college readiness. Strategy's Expected Result/Impact: Increase of CCMR percentage for the Senior cohort Staff Responsible for Monitoring: Kaneisha McEwen TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
Strategy 2: Implement testing prep for the math portion of the TSIA2 through Algebra 2 and Geometry courses. Strategy's Expected Result/Impact: Increase the number of students who meet CCMR criteria through measures identified by TEA Staff Responsible for Monitoring: Manny Garcia TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 4, 6	Formative			Summative
	Nov	Feb	Apr	July

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:





Student Learning
Problem Statement 4: Students percentage of CCMR was over 90%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance. Root Cause: Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content. Problem Statement 6: AP scores are historically lower in comparison to other Irving ISD schools. Root Cause: Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

Goal 1: Goal I

In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 4: Singley Academy will decrease referrals from 210 to 190 by implementing, Restorative Practices, MTSS, and Social Emotional Learning by May 2025.

Evaluation Data Sources: eSchool Cognos report
Restorative Practice Google Tracker
MTSS data
Socio-Emotional Learning Lesson Plans
Data Suite Discipline Tracker

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MTSS to intervene with students early to ensure behavioral reflection and correction for students. Strategy's Expected Result/Impact: Positive Culture and Climate Staff Responsible for Monitoring: Doris Jones TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: Demographics 2, 3	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Implement SEL lessons within Success time, core and elective classes. Strategy's Expected Result/Impact: Strong relationships with teachers and students for student success Staff Responsible for Monitoring: Jessica Gluck ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. **Root Cause:** Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Problem Statement 3: 17% of our student discipline is due to being under the influence of a controlled substance or in possession of a controlled substance. **Root Cause:** Students lack coping mechanism skills needs to deal with peer pressure.

Goal 1: Goal I

In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 5: Increase the percentage of students passing the TSIA2 from 28% to 32% by May 2025. Increase the percentage of Emergent Bilingual students meeting TSI from 6% to 10% by May 2025

Evaluation Data Sources: On Data Suite
TSIA2 Tracker

Strategy 1 Details	Reviews			
Strategy 1: Implement practice testing questions in core content through PLCs Strategy's Expected Result/Impact: Increase in student performance Staff Responsible for Monitoring: Mariela Ballester TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 4: Students percentage of CCMR was over 90%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance. Root Cause: Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

Goal 1: Goal I

In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 6: Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 48.03% to 51% by May 2025. Increase the percentage of ESL students from 52.97% to 55% by May 2025.

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
Strategy 1: Increase lexile levels by implementing 20 minutes of silent reading on Thursdays during Success Time. Strategy's Expected Result/Impact: Increase in reading comprehension Staff Responsible for Monitoring: Laura Sichi TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

Performance Objective 6 Problem Statements:





Demographics
Problem Statement 2: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. Root Cause: Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).
Student Learning
Problem Statement 1: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. Root Cause: Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Goal 1: Goal I

In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience that prepares them for the next step in life.

Performance Objective 7: Increase the percentage of students who meet or exceed projected growth on MAP Growth Math from 42.5% to 45% by May 2025. Increase the percentage of ESL students from 44.5% to 48% by May 2025.

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
Strategy 1: Intentionally embed Tier 1/HQIM resources into the PLC and instructional delivery. Strategy's Expected Result/Impact: Increase in student performance on all math related assessments. Staff Responsible for Monitoring: Brandi Johnson TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 2, 4	Formative			Summative
	Nov	Feb	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Although 75% of students passed the Alg 1 EOC, we only had 23% of students perform at the Meets/Masters level. Our Emergent Bilingual population performed, on average, 5% below the general population Root Cause: Lack of data analysis on on-level instructional practices. Lack of consistency with high quality instruction.
Student Learning
Problem Statement 2: Although 75% of students passed the Alg 1 EOC, we only had 23% of students perform at the Meets/Masters level. Our Emergent Bilingual population performed, on average, 5% below the general population Root Cause: Lack of data analysis on on-level instructional practices. Lack of consistency with high quality instruction. Problem Statement 4: Students percentage of CCMR was over 90%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance. Root Cause: Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

Goal 2: In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.

Performance Objective 1: By May 2025, we will retain at least 85% of staff members by assigning a Veteran mentor teacher for emotional and professional support, differentiating Professional Development to cater to teacher's needs and encouraging teachers to take instructional SEL leadership opportunities to enhance school instruction and culture.

Evaluation Data Sources: Mentor Check-In log
Mentor Social Event Participation Log
Connect Ed support
Teacher Culture Survey

Strategy 1 Details	Reviews			
Strategy 1: We will use teacher survey to collect teacher interest in leading Professional Development. Strategy's Expected Result/Impact: Teachers take lead of instructional professional development Staff Responsible for Monitoring: Brandi Johnson/Jennifer Anderson TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 4, 6	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. Root Cause: Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).
Problem Statement 3: 17% of our student discipline is due to being under the influence of a controlled substance or in possession of a controlled substance. Root Cause: Students lack coping mechanism skills needs to deal with peer pressure.

Student Learning

Problem Statement 1: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. **Root Cause:** Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Problem Statement 2: Although 75% of students passed the Alg 1 EOC, we only had 23% of students perform at the Meets/Masters level. Our Emergent Bilingual population performed, on average, 5% below the general population **Root Cause:** Lack of data analysis on on-level instructional practices. Lack of consistency with high quality instruction.

Problem Statement 4: Students percentage of CCMR was over 90%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance. **Root Cause:** Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

Problem Statement 6: AP scores are historically lower in comparison to other Irving ISD schools. **Root Cause:** Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

Goal 2: In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.

Performance Objective 2: By May 2025, Singley Administration will attend at least 2 hiring events to recruit new teachers to Irving ISD.

Evaluation Data Sources: Hiring Event Attendance
Collaborative emails from Human Resources Department

Goal 2: In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.

Performance Objective 3: By May 2025, at least 50% of Singley teachers will have an opportunity to attend Socioemotional training to support student and teacher well being throughout the school year.

Evaluation Data Sources: Professional Development in August
Campus Specific Professional Development
District Professional Development
HOPE Squad training

Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 169 to 140% by May 2025. Decrease the number and percentage of 10th students 95.2% to 92%.
% to Y% by May 2025."

Evaluation Data Sources: Attendance monitoring reports

Strategy 1 Details	Reviews			
Strategy 1: We will host weekly Attendance meetings to track student attendance, potential attendance incentives and strategies to get decrease chronic attendance rates. Strategy's Expected Result/Impact: Increase attendance rate Staff Responsible for Monitoring: Alex Horton TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 17% of our student discipline is due to being under the influence of a controlled substance or in possession of a controlled substance. Root Cause: Students lack coping mechanism skills needs to deal with peer pressure.

Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

Performance Objective 2: By May 2025, we will decrease the number of out of placement discipline from 137 to 120, this includes ISS, OSS, JJAEP etc. Decrease the number of out of placement Hispanic males from 62 to 55.

Evaluation Data Sources: eSchool Cognos Results
On Data Suite

Strategy 1 Details	Reviews			
Strategy 1: We will increase Restorative Practices strategies on campus through professional development, ISS counseling and bringing male mentors on campus. Strategy's Expected Result/Impact: Decrease of student referrals Staff Responsible for Monitoring: Doris Jones TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Implement SEL lessons within Success time every Tuesday during the school year in both core and elective classes. Strategy's Expected Result/Impact: Strong relationships with teachers and students for student success Staff Responsible for Monitoring: Jessica Gluck TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: Professional Development to intentionally decrease the number of referrals for Hispanic Males through Restorative practice strategies. Strategy's Expected Result/Impact: Decrease in Hispanic male referrals Staff Responsible for Monitoring: Doris Jones TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	July

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: 17% of our student discipline is due to being under the influence of a controlled substance or in possession of a controlled substance. Root Cause: Students lack coping mechanism skills needs to deal with peer pressure.

Goal 4: In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.

Performance Objective 1: Singley Academy will increase parent and family engagement by providing a variety of opportunities to attract multiple audiences to campus events during the 2024-2025 school year. This will lead to an increase of parents that feel welcome from 78.3% to 80%.

Evaluation Data Sources: Parent/Community Sign-In Log
PTSA Membership Log
Calendar of Parent/Community Events
Parent Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: The Parent Liaison will advertise and host 4 All Pro Dad meetings. Parent Liaison will work with Counseling team to inform parents about the events and use Kinvolve and media sources to communicate events. Strategy's Expected Result/Impact: Increase attendance at All Pro Dads meetings Staff Responsible for Monitoring: Gloria Pierson ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Counselors will host various Parent Engagement events, once per month. These events include College Night, Senior Parent Night, FAFSA/TASFA Night and DC Information sessions for parents and students. Strategy's Expected Result/Impact: Increase parent engagement and involvement Staff Responsible for Monitoring: Kaniesha McEwen ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: Food - 199 - General Funds: SCE - \$600	Formative			Summative
	Nov	Feb	Apr	July
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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Received 12 complaints from parents regarding lack of communication. **Root Cause:** Lack of knowledge regarding district approved communication systems (Kinvolve, school messenger, Social media) Lack of authentic parent numbers in school platforms.

Goal 4: In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.

Performance Objective 2: Singley Academy will increase the number of community CTE based competitions, community service events and student learning experience which will increase the percentage of students who state that they are learning from 76% to 79%.

- Evaluation Data Sources:** CTE Competition Participation Log
Community Event Participation Log
Master Calendar
Social Media Posts
Event Promotional Items

Strategy 1 Details	Reviews			
Strategy 1: Challenge CTE pathway teachers to find local competitions for student competitions. Strategy's Expected Result/Impact: Increase of student engagement in CTE pathways Staff Responsible for Monitoring: Brandi Johnson TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 4 - School Processes & Programs 1 Funding Sources: Travel, Lodge, Food, Competition fees - 199 - General Funds - \$2,500	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Students percentage of CCMR was over 90%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance. Root Cause: Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.
School Processes & Programs
Problem Statement 1: Received 12 complaints from parents regarding lack of communication. Root Cause: Lack of knowledge regarding district approved communication systems (Kinvolve, school messenger, Social media) Lack of authentic parent numbers in school platforms.

Goal 5: In Irving ISD, we will make decisions and conduct district operations with effectiveness, efficiency, transparency, and accountability.

Performance Objective 1: During the 2024-2025 school year, 100% of Administrative decisions will be based on CIP goals.

Evaluation Data Sources: Administrative PLC Agendas
Faculty meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Reiterate Campus Goals at Administrative meetings. Strategy's Expected Result/Impact: Improve decision making alignment to CIP goals Staff Responsible for Monitoring: Brandi Johnson ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Received 12 complaints from parents regarding lack of communication. Root Cause: Lack of knowledge regarding district approved communication systems (Kinvolve, school messenger, Social media) Lack of authentic parent numbers in school platforms.

Goal 5: In Irving ISD, we will make decisions and conduct district operations with effectiveness, efficiency, transparency, and accountability.

Performance Objective 2: During the 2024-2025 school year, we will identify instructional strategies to improve student performance on state and national testing.

Evaluation Data Sources: Professional Development agendas
Instructional practice recognition in classrooms

Strategy 1 Details	Reviews			
Strategy 1: Implement SAT or TSIA2 questions for the Do Now in Math courses. Strategy's Expected Result/Impact: Increase performance on college entrance exams Staff Responsible for Monitoring: Brandi Johnson TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 4, 6	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: We will host at least 3 Advanced Placement PLCs during the 2024-2025 school year. Strategy's Expected Result/Impact: Increase student performance on AP exams Staff Responsible for Monitoring: Harleigh Jones TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 4, 6	Formative			Summative
	Nov	Feb	Apr	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: On the 2024 English I EOC, our Emergent Bilingual performed at 44% Meets/Masters in comparison to our overall student performance of 56% Meets/Masters. **Root Cause:** Lack of accountability with interventions during PACE. Lack of scaffolding and vocabulary building in core content courses. Lack of QTEL(Quality Teaching for English Learners) literacy strategies (Reading, Writing, Speaking and Listening).

Student Learning

Problem Statement 4: Students percentage of CCMR was over 90%, however, the majority of this percentage was due to College Bridge completion and not TSIA2 performance. **Root Cause:** Lack of exposure to TSIA2 content. Lack of Tier 1 instruction to support TSIA2 content.

Problem Statement 6: AP scores are historically lower in comparison to other Irving ISD schools. **Root Cause:** Lack of rigor and planning in PLCs. Lack of reading comprehension, at grade level or above, with student population.

State Compensatory

Budget for Jack E. Singley Academy

Total SCE Funds: \$95,958.00

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

At Singley Academy, we are committed to providing the best possible education for all our students, and we recognize that some students may face challenges in their academic journey. To address the needs of our diverse student population and to ensure that we are meeting the needs of our community, we will utilize State Compensatory Education (SCE) funds to enhance students learning experiences and to supplement our Parent Liaison position. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. We will focus on researching and implementing Tier 1 interventions to reinforce impactful instructional strategies. Through these professional development opportunities and resources, we seek to empower our teachers with the knowledge and skills required to implement strategies and practices that target the specific needs of our Emergent Bilingual population. By ensuring our teaching staff is well-prepared, we can provide personalized, high-quality instruction that addresses individual student challenges and helps them meet essential standards. This approach aims to ensure that all students can learn and excel in their educational journey.

Personnel for Jack E. Singley Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bronson Brown	Math	1
Deanna Darr	AVID/ELAR	1
Gloria Pierson	Parent Liasion	1
Jessica Gluck	ELAR	1
Jose Garcia	Math	1
Lindsey Hood	ELAR	1
Maria Martinez	Science	1
Miranda Koenig	Math	1
Sheih-Ting Ho	Math	1
Sisam Aryal	Math	1
Teresa Turner	Math	1

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Travel, Lodge, Food, Competition fees		\$2,500.00
Sub-Total					\$2,500.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Food		\$600.00
Sub-Total					\$600.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/24/2024	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024

Title	Person Responsible	Review Date	Addressed By	Addressed On
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024