

# Irving Independent School District

## District Improvement Plan

### 2022-2023

Accountability Rating: B



# **Mission Statement**

**We empower today to excel tomorrow.**

## **Vision**

**To become the premier district for educational excellence, fostering the full potential of students and empowering educators.**

## **Core Beliefs**

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 4
  - District Processes & Programs 9
  - Perceptions 10
  - Professional Development Implementation 12
- Priority Problem Statements 14
- Comprehensive Needs Assessment Data Documentation 15
- Goals 17
  - Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by June 2024. 18
  - Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by June 2024. 21
  - Goal 3: In Irving ISD, we will increase overall CCMR Meets from 58% to 65% by 2024. 23
  - Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving. 26
  - Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students. 29

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Irving Independent School District is a mid-size suburban district located northwest of Dallas that serves 29,387 students as of September 2022. The district is comprised of 37 campuses that cover more than 5.15 million square feet across 613 acres.

More than three-fourths of the student population in Irving Independent School District are Hispanic-Latino (77.6%), with Black-African American students (11.6%) and White students (5.69%) representing the second- and third-largest racial-ethnic demographic groups, respectively.

Among Region 10 school districts, Irving ISD (IISD) serves the fourth-highest proportion of Economically Disadvantaged (EcoDis) students with 83% of its student population identified as eligible for free or reduced-price lunch. IISD also serves the second-highest percentage of English Language Learners in Region 10, with slightly over half of its students identified as Emergent Bilingual (EB). Approximately two-thirds (66.88%) of students are identified as At-Risk. Although IISD has experienced a decline in enrollment since the pandemic, percentages of EcoDis and EB students have increased over the past two years.

The PIA Attendance Rate for 2022 was 90.87%. The mobility rate for the 2021-22 school year was 15.9%. There are 4,569 students identified as Gifted and Talented, representing 15.55% of the student population. There are 2,800 students served by Special Education (9.53%). Nearly one in ten (2,147 students or 9.53%) are served by Section 504 and there are 1,876 students (6.39%) who receive Dyslexia services.

In the face of teacher shortages on par with regional and national trends, IISD staff has been working diligently to maintain and build teacher strength to keep pace with student needs. Staff diversity reflects the community served, with nearly 50% of staff identified as Hispanic, 32% identified as White, and 14% identified as Black/African American. Out of approximately 3,800 staff, IISD has 1,902 teachers as of September 2022, which maintains a 15:1 student-to-teacher ratio that keeps pace with the state average. Robust talent development initiatives have been focused on community-based recruitment and internal promotion opportunities that have yielded early positive results – Irving ISD was able to fill 147 teacher vacancies in the first six weeks of the school year. Teacher years of experience remain evenly distributed, with approximately one-third of teachers having five years of experience or less and ten percent (191) having over 20 years of experience.

**See IISD DIP Demographics in the addendums for additional tables and narrative explanations that answer required questions.**

### Demographics Strengths

- The city of Irving is home to nearly a quarter of a million residents. It has been identified as one of the most diverse cities both in Texas and in the nation and boasts the region's second-largest concentration of public and private companies after the city of Dallas.
- Diversity is a core strength of Irving ISD. Approximately one in twelve students is identified as an immigrant, with 74 countries represented and 53 languages spoken across the district.
- The top three languages spoken apart from English is: Spanish, French, Nepali.

# Student Learning

## Student Learning Summary

**Accountability Rating:** For the 2021-22 school year, Irving ISD received an overall accountability rating of B with a scaled score of 84. Of the three accountability domains, IISD received the highest scale score in School Progress with an 89. The “Student Achievement” Domain (which includes STAAR Performance, College, Career, and Military Readiness (CCMR), and Graduation Rate) received a scale score 75 and the “Closing the Gaps” Domain received a scale score of 73.

For comparison, Irving ISD received a “B” Accountability Rating in the school year prior to the pandemic with an overall score of 87.

	2018-2019		2021-2022	
	Component Score	Scaled Score (Rating)	Component Score	Scaled Score (Rating)
<b>OVERALL</b>		87 (B)		84 (B)
<b>Student Achievement</b>		84(B)		75 (C)
STAAR Performance	44	75	36	62
CCMR	60	90	53	80
Graduation Rate	96.8	90	96	90
<b>School Progress</b>		89 (B)		89 (B)
Academic Growth	71	82 (B)	75	89 (B)
Relative Performance	52	89 (B)	45	82 (B)
<b>Closing the Gaps</b>	67	82 (B)	39	73 (C)

**Student Achievement:** Across all STAAR exams for the 2021-2022 school year, 33% of Irving ISD students achieved a rating of Meets Grade Level or above. A full table of the previous year’s results is listed below.

Texas Education Agency								
2022 STAAR Performance								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
All Subjects								
Percent of Tests								
At Approaches GL Standard or Above	63%	60%	63%	71%	63%	86%	61%	66%
At Meets GL Standard or Above	33%	31%	32%	43%	28%	66%	34%	36%

Texas Education Agency								
At Masters GL Standard	12%	12%	11%	19%	9%	33%	9%	14%
<b>Number of Tests</b>								
At Approaches GL Standard or Above	29,819	3,359	22,821	2,031	273	982	48	300
At Meets GL Standard or Above	15,756	1,742	11,711	1,241	121	751	27	162
At Masters GL Standard	5,862	664	4,155	554	37	383	7	62
% participation 2021-22	99%	99%	99%	98%	98%	99%	100%	100%
ELA/Reading								
<b>Percent of Tests</b>								
At Approaches GL Standard or Above	63%	61%	62%	71%	62%	87%	59%	69%
At Meets GL Standard or Above	38%	37%	36%	47%	36%	68%	35%	42%
At Masters GL Standard	14%	15%	13%	21%	10%	29%	8%	16%
% participation 2021-22	98%	99%	98%	98%	98%	99%	100%	99%
Mathematics								
<b>Percent of Tests</b>								
At Approaches GL Standard or Above	61%	53%	61%	69%	59%	84%	56%	61%
At Meets GL Standard or Above	27%	22%	26%	36%	16%	60%	24%	24%
At Masters GL Standard	10%	8%	9%	13%	3%	29%	8%	9%
% participation 2021-22	99%	99%	99%	99%	98%	100%	100%	100%
Science								
<b>Percent of Tests</b>								
At Approaches GL Standard or Above	67%	64%	66%	73%	73%	88%	67%	69%
At Meets GL Standard or Above	34%	30%	33%	45%	30%	69%	42%	43%
At Masters GL Standard	10%	9%	9%	20%	11%	40%	0%	15%
% participation 2021-22	99%	99%	99%	97%	98%	99%	100%	100%
Social Studies								
<b>Percent of Tests</b>								
At Approaches GL Standard or Above	65%	69%	63%	74%	62%	85%	80%	67%
At Meets GL Standard or Above	37%	37%	34%	51%	31%	70%	60%	39%
At Masters GL Standard	19%	19%	17%	32%	13%	50%	40%	20%
% participation 2021-22	98%	99%	98%	97%	100%	100%	100%	100%

**School Progress:** Academic Growth was a strength for the district in 2021-2022, with over 75% of students showing growth in both reading and mathematics.

	0 Point	1/2 Point	1 Point	Total Growth Rate
Both Subjects	23.5%	11.0%	65.5%	71
Reading / ELA	26.0%	11.0%	63.0%	68
Mathematics	20.8%	11.1%	68.1%	74

**Closing the Gap:** The score earned for Closing the Gap was low because, even though over 75% of students grew, most did not grow enough to earn a performance level of Meets or higher. This was especially true in ELA/Reading, where only 4 of the 14 indicators met target. In mathematics, 10 of the 14 indicators met the target. Another area of weakness was graduation rate. Asian students and those with two or more races graduated with a rate at or above the target but the other student populations were below the target.

**Distinction Designations Earned:**

Distinctions	Number	Percent of Total Evaluated
Not Earned	21	58.30%
Total Earned	15	41.70%
Total Evaluated	36	100.00%
Not Eligible	1	
Totals	37	

**Historical Graduation:** Graduation rates have increased over time. The largest increase has been in the 6-year graduation rate, which increased by 3.5%. The graduation rate is higher with this TEA calculation because it includes late graduates, GED graduates, and recaptured drop-outs. This is a strong indication that, even though we failed to meet graduation targets in Closing the Gaps, we continue to work with our students until they are successful.

	2014	2015	2016	2017	2018	2019	2020	2021
6-Year Graduation Rate	92.6%	96.2%	95.9%	97.0%	96.0%	96.0		
5-Year Graduation Rate		95.7%	95.7%	96.8%	95.9%	95.9	96.0	
4-Year Graduation Rate			93.7%	94.8%	93.7%	94.5	93.7	94.7

**Drop-out rates** have been increasing since 2017-2018.

	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	EB/EL+	Special Ed
SY 2020-2021 % Dropped Out	1.8%	1.7%	1.8%	2.1%	1.9%	1.9%	3.1%	3.2%
SY 2019-2020 % Dropped Out	0.8%	0.8%	0.8%	0.9%	0.9%	0.8%	1.3%	1.1%
SY 2018-2019 % Dropped Out	1.0%	1.0%	1.0%	1.7%	0.9%	1.1%	1.8%	0.7%
SY 2017-2018 % Dropped Out	0.9%	1.2%	1.0%	0.8%	0.0%	0.9%	1.8%	1.1%

**CCMR and Advanced Academics:**

Total	Total credit for CCMR criteria	1,237.0	53%
Both ELA/Reading and Mathematics	Met TSI Criteria in both ELA/Reading and Mathematics	486.0	21%
	AP/IB Examination	611.0	26%
	Dual Course Credits	453.0	19%
	Industry-Based Certifications (IBC)	404.0	17%
	Associate's Degree	17.0	1%
	Special Ed with Advanced Degree Plan	83.0	4%
ELA / Reading	Met TSI Criteria for at least one indicator	892.0	38%
	Met TSI Assessment Criteria	416.0	18%
	Met ACT Criteria	126.0	5%
	Met SAT Criteria	689.0	30%
	Earned credit for a college prep course	67.0	3%
Mathematics	Met TSI Criteria for at least one indicator	674.0	29%
	Met TSI Assessment Criteria	175.0	7%
	Met ACT Criteria	119.0	5%
	Met SAT Criteria	363.0	16%
	Earned credit for a college prep course	220.0	9%
Graduates	Total graduates	2,335.0	100%



PK - 3rd Grade Performance on reading and mathematics assessments is attached in the DIP addendum.

### **Student Learning Strengths**

Despite the COVID pandemic, Irving ISD achieved a B rating for the 21-22 SY as well as its campuses receiving 33 separate distinction designations. Irving ISD received an 84 post pandemic compared to the last rating of an 89 during the 18-19 school year. Fifty-five Irving ISD students earned academic honors from the College Board National Recognition Programs. These programs grant students academic honors that can be included on college and scholarship applications and connect students with universities across the country, helping them stand out during the admissions process. Thirty-one Irving ISD scholars were awarded “AP Scholar with Distinction,” which is granted to students who receive an average score of at least 3.5 on all AP exams taken and score 3 or higher on five or more exams. The Irving ISD Career and Technical Education (CTE) was recognized for nine of its programs with the 5-Star designation. To earn the rating, CTE programs were evaluated on student certifications, work-based learning opportunities, advisory board involvement, recruitment, marketing and Career and Technical Student Organization participation.

# District Processes & Programs

## District Processes & Programs Summary

On December 12, 2017, the Irving ISD Board of Trustees voted to approve a Resolution, allowing the district to initiate the process to be designated as a District of Innovation. Moreover, the Board voted to approve the original District of Innovation plan on April 4, 2017. The plan was amended on three separate occasions over the five-year period. On February 22, 2022, the Irving ISD Board of Trustees and the Superintendent appointed a District Advisory Committee composed of teachers, principals, parents, administrators, and community members. The committee membership represented a cross-section of the District. The committee met on March 3, 2022, and March 10, 2022, to review and revise the DOI plan for renewal. In addition, the committee was provided the final document for their approval on March 24, 2022, to finalize the proposed DOI language. The District Advisory Committee held a public meeting on May 12, 2022, on the approval DOI plan.

## District Processes & Programs Strengths

By becoming a District of Innovation, a school district can:

- Exercise greater local control over decisions impacting instructional models for students;
- Experience increased flexibility with regards to state accountability and mandates; and,
- Develop innovative approaches to teaching and learning

# Perceptions

## Perceptions Summary

From Temperature Check Survey: Scale 1 (not satisfied) to 4 (very satisfied).

- Overall Grade- 2.95
- Post-Secondary Readiness- 3.16
- Student Experience Grade- 3.22
- Parent Experience Grade- 3.18
- Work Experience Grade- 3.00
- Campus Leadership Grade- 2.81
- District Leadership Grade- 2.41
- Curriculum and Resource Grade- 2.75

Key Findings from Independent Third Party Analysis of Temperature Check Data:

Staff Perceptions:

- Most staff are not always completely satisfied with district leaders processes for decision-making and communication. However, teachers are generally more satisfied with the leadership at their individual school.
  - 46% of teachers and those in leadership roles indicate that t,he district leaders often or always make decisions that support student learning.
  - 71% of teachers agree that campus leadership makes decisions that support student learning
  - 71% of teachers agree that campus leadership understands how to provide relevant data to guide school improvement and effectiveness
- Staff generally support each other and have positive relationships with one another. Additionally, teachers are generally comfortable implementing the district curriculum but are less comfortable utilizing resources such as Achieve 3000 and Edugence.
  - 67% of teachers agree that the district curriculum makes lesson planning easier and helps them prepare for effective lesson plans.
  - 59% of teachers agree that the curriculum is adaptable for all students.

Parent and Student Perceptions:

- Overall, parents are highly satisfied with the positive and supportive culture of their child's school. They also generally agree that their children feel safe and develop relevant skills at Irving ISD.
  - 83% of parents would give Irving ISD an A or B in the area of developing computer technology skills.
  - 80% of parents would give Irving ISD an A or B in the area of preparing students for college
  - 81% of parents agree that their child feels safe at school
- Secondary students generally agree that their teachers are supportive and caring. However, they are less likely to agree that their school is welcoming and aware of their problems. Elementary students generally indicate positive experiences with their teachers and school.
  - 85% of secondary students agree that their teachers encourage them to try hard, even if the work is difficult.
  - 83% of secondary students agree that their teachers provide extra help when they need it.
  - 72% of secondary students agree that they know an adult at school that they can talk with when they need help.
  - 85% of elementary students agree that their teachers want them to succeed.
  - 72% of elementary students agree that their teachers care about them.

See DIP IISD Perceptions addendum for additional tables and narrative.

## **Perceptions Strengths**

The diversity of professional and support staff across the district ensures a welcoming and supportive environment for our community and our students.

# Professional Development Implementation

## Professional Development Implementation Summary

Professional learning opportunities for the 21-22 school year are aligned to district, campus, and teacher identified learning needs as well as the four T-TESS domains of Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

We believe that:

1. Professional learning that improves educator effectiveness is fundamental to student learning.
2. Effective professional learning is results-driven, standards-based, and job-embedded.
3. All educators have an obligation to improve their practice.
4. More students achieve when educators assume collective responsibility for student learning.
5. Successful leaders create and sustain a culture of learning.
6. Effective school systems commit to continuous improvement for all adults and students.

In order to provide results-driven professional learning, during planning, implementation, and evaluation, we ask:

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



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



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



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

### **Professional Development Implementation Strengths**

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

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

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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- 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) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data



- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by June 2024.

**Performance Objective/Specific Result 1:** Focus on early literacy initiatives, such that by end of the 2022-2023 school year, 2nd-grade reading will show 60% of students are at or above grade level and 3rd Grade reading will show 30% of students are at or above grade level.

## **HB3 Goal**

**Evaluation Data Sources:** M-CLASS K-2

MAP-NWEA 3rd Gr

STAAR Reading Data 3rd Gr

**Next Year's Recommendation:** Increase 3rd Grade Math at Meets by 17% from 33% in 2022 to 50% in 2023

## Strategy 1 Details

**Strategy 1:** Train and support all K-3 teachers, Academic Specialists, interventionists, and administrators in the Texas Reading Academies. Provide additional training and support for the implementation of practices aligned to the Science of Teaching Reading for at least one classroom teacher in grades K-1 (Literacy Leaders Academy).

**Strategy's Expected Result/Impact:** 3rd-grade students reading at or above grade level (Meets) goal: Currently 16%

2022 @ 22%

2023 @ 30%

2024 @ 40%

Reading at or above grade level trajectory:

Kinder Goal:

2022 @ 50%,

2023 @ 60%,

2024 @ 70%

1st Grade Goal:

2022 @ 50%,

2023 @ 60%,

2024 @ 70%

2nd grade Goal:

2022 @ 50%,

2023 @ 60%,

2024 @ 70%

**Project Lead:** Director of Curriculum & Instruction  
Executive Directors of School Leadership

**Title I:**

2.4

### Strategy 2 Details

**Strategy 2:** Train and support teachers to effectively implement the curriculum and incorporate best practices such as developing Demonstration of Learning activities aligned to essential Learning Objectives.

**Strategy's Expected Result/Impact:** NWEA EOY MAP reading percent of students at or above the 60th percentile will increase in 3rd grade as follows:

2022 @ 33%,

2023 @ 36%,

2024 @ 39%

**Project Lead:** Executive Director of Teaching and Learning  
Executive Directors of School Leadership

**Title I:**

2.4

### Strategy 3 Details

**Strategy 3:** Train and support teachers in effectively implementing strategies that support English Learners (ELLs) such as Structured Academic Conversations and Paired Literacy Bridging.

**Strategy's Expected Result/Impact:** Improve STAAR performance 5-10 percentage point each year.

**Project Lead:** Executive Director of Teaching and Learning

**Equity Plan**

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by June 2024.

**Performance Objective/Specific Result 2:** IISD campuses will increase the TELPAS rate by 20% each consecutive year to reduce the achievement gap.

**High Priority**

**Evaluation Data Sources:** TELPAS

**Next Year's Recommendation:** Reduce percentage of students identified as At-Risk in K-2 (mCLASS) by 20%

**Strategy 1 Details**

**Strategy 1:** Professional Development on integrating Reading, Listening, Speaking, and Writing across all content areas.

**Strategy's Expected Result/Impact:** English Learners will attain a minimum of 1 years progress on English language proficiency as measured by the TELPAS Composite score from 2020 data.

**Project Lead:** Executive Director of Teaching and Learning

**Title I:**

2.4, 2.5, 2.6

**Strategy 2 Details**

**Strategy 2:** Scaffolds and resources for English Learners will be included in K-12 ELAR curriculum to support teachers in improving students listening and speaking proficiency levels.

**Strategy's Expected Result/Impact:** English Learners will attain a minimum of 1 years progress on English language proficiency as measured by the TELPAS Composite score.

**Project Lead:** Executive Director of Teaching and Learning

**Title I:**

2.4, 2.5, 2.6

**Goal 2:** In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by June 2024.

**Performance Objective/Specific Result 1:** Performance Objective 1: Create in 3rd grade will increase to 25% at meets on STAAR math by Spring 2023.

**HB3 Goal**

**Evaluation Data Sources:** STAAR

**Next Year's Recommendation:** Increase 3rd Grade Math at Meets by 15% from 30% in 2022 to 45% in 2023

**Strategy 1 Details**

**Strategy 1:** Elementary Campuses will use the Solution Tree RTI model to develop master schedules that include non-tier 1 instructional time to provide academic enrichment and interventions within the school day.

**Strategy's Expected Result/Impact:** Students will receive targeted interventions and enrichment during school hours in such a way that it will result in an increase of students meeting and exceeding NWEA MAP math growth.

**Project Lead:** Executive Directors of School Leadership

**Title I:**

2.4, 2.5, 2.6

**Strategy 2 Details**

**Strategy 2:** Provide Professional Learning for Demonstration of Learning for all Elementary campuses.

**Strategy's Expected Result/Impact:** Improve alignment of learning objectives to students' independent practice (assignments).

**Project Lead:** Director of Elementary Curriculum & Instruction  
Elementary Math Coordinator & Coaches

**Goal 2:** In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by June 2024.

**Performance Objective/Specific Result 2:** Students in 3rd grade will increase to 30% at meets on STAAR math by Spring 2023.

**HB3 Goal**

**Evaluation Data Sources:** 3rd STAAR Goal

2024 @ 49%

**Next Year's Recommendation:** Increase 3rd Grade Math at Meets by 15% from 30% in 2022 to 45% in 2023

Strategy 1 Details
<p><b>Strategy 1:</b> Half of the Elementary campuses will receive Solution Tree RTI training by July of 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus Professional staff will implement processes for successful PLC and RTI in such a way that the number of students showing academic growth, and at meets expectations and higher on STAAR, will increase across the district.</p> <p><b>Project Lead:</b> Director of Professional Learning Executive Directors of School Leadership</p>

**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 58% to 65% by 2024.

**Performance Objective/Specific Result 1:** Increase campus/staff understanding of CCMR student data by implementing campus data meetings with campus administrators every 9 weeks.

**HB3 Goal**

**Evaluation Data Sources:** Student ACT, SAT, TSIA data, AVID Senior Data Collection Forms, Dallas County Promise Reports

**Strategy 1 Details**

**Strategy 1:** Provide documentation to campuses and monitoring list of students lacking CCMR goal completion (A-F points) at the start of the school year. Regular check-ins with campus administrators will help to coordinate strategies to assist students with tutorials, test-taking skills, and test registration.

**Strategy's Expected Result/Impact:** Increase targeted support, tutoring and test-taking preparation for students without CCMR goal attainment.

**Project Lead:** Director of Guidance, Counseling, and College Readiness, CCMR Specialist, AVID Coordinator

**Title I:**

2.5

**Strategy 2 Details**

**Strategy 2:** Implement PSAT/ACT/SAT and TSIA camps for targeted students needing support in test taking skills to meet their CCMR goal.

**Strategy's Expected Result/Impact:** Increased opportunities for post-secondary testing preparation (PSAT/SAT/ACT/TSIA)

Increase number of students meeting testing score criteria on ACT/SAT/TSIA.

**Project Lead:** Director of Guidance, Counseling, and College Readiness  
CTE Director

**Title I:**

4.2



### Strategy 3 Details

**Strategy 3:** Provide training to counselors and PEIMS staff to ensure that students who have completed IEPs and workforce readiness are coded appropriately:

04- Modified Curriculum Full-Time Employment, Minimum HSP

05- Modified Curriculum Employability and self-help skills, Minimum HSP

54- Modified Curriculum Full-Time Employment, Foundation HSP

55- Modified Curriculum Employability and self-help skills, Foundation HSP

Identified as receiving special education services in the school year of graduation

Identified as receiving a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E),

Foundation High School Plan with Distinguished Level Achievement (FHSP - DLA).

**Strategy's Expected Result/Impact:** The number of students with IEPs completing workforce readiness will be accurately accounted for.

**Project Lead:** Director of Guidance, Counseling and College and Career Readiness and CTE Director

**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 58% to 65% by 2024.

**Performance Objective/Specific Result 2:** Increase the number of industry-based certifications through career and technical education programs by 10% each year.

**HB3 Goal**

**Evaluation Data Sources:** Eduthings (CTE reporting platform)  
CTE Monitoring 6 weeks spreadsheet

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

**Strategy 1 Details**

**Strategy 1:** Increase Industry-Based Certifications in our English language learners and SPED student's populations by 2%, by providing training for CTE teachers on SPED accommodations when administering Industry Based Certification tests and a focus on specialized vocabulary.

**Strategy's Expected Result/Impact:** An emphasis in this area will increase students' attainment of Industry Based Certifications.

**Project Lead:** CTE Director  
CTE CCMR Coordinator.

**Title I:**  
2.5

**Strategy 2 Details**

**Strategy 2:** Provide students and parents sessions to create awareness on CTE offerings to achieve better program placement for students. Form a committee consisting of CTE, Counseling, and SPED to identify the criteria to qualify a student as meeting mastery of specific employability and self-help skills that do not require public school services.

Provide training to counselors and PEIMS staff to ensure that students who have completed IEPs and workforce readiness are coded

04- Modified Curriculum Full-Time Employment, Minimum HSP

05- Modified Curriculum Employability and self-help skills, Minimum HSP

54- Modified Curriculum Full-Time Employment, Foundation HSP

55- Modified Curriculum Employability and self-help skills, Foundation HSP

Identified as receiving special education services in the school year of graduation

Identified as receiving a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E),

Foundation High School Plan with Distinguished Level Achievement (FHSP - DLA).

**Strategy's Expected Result/Impact:** Increased CTE completions will result in more CCMR points.

Increased awareness and identification of SPED students that are eligible for CCMR met status.

Correct graduation type coding for SPED students that have met CCMR.

**Project Lead:** CTE Director and CTE CCMR Coordinator

**Goal 4:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Performance Objective/Specific Result 1:** Increase student retention and enrollment over previous year by increasing awareness of district offerings (Full-day PreK, Two-Way Dual Language, Collegiate Academies, free AP testing, etc.) and conducting parent climate surveys.

**Evaluation Data Sources:** Fall 2022-23 Student enrollment vs Fall 2021-22 ; Attendance at Go Irving school choice expo; Social media analytics, Qualtrics analytics

**Strategy 1 Details**

**Strategy 1:** The Marketing and Communications Department and the Directors of Early Childhood Programs & Academic Support Services will promote programs by hosting pop up events at places such as markets and the mall as well as promoting through paid social media, targeted mail outs, emails, and billboards.

**Strategy's Expected Result/Impact:** The PreK enrollment will grow by 10% from the previous year  
Dual Language at our two way campuses will grow by 5% from previous year

**Project Lead:** Chief of Marketing and Communications  
Director of Early Childhood  
Executive Director of Academic Support Services

**Strategy 2 Details**

**Strategy 2:** Strategy 2

The Executive Director of Planning, Evaluation and Research will work with the Communications Department to develop parent satisfaction/return surveys to gather information on what the district is doing well and what to improve on to keep students enrolled in IISD. In addition, to determine the factors within the district's control that are causing students to leave the district. What is the reason students return to the district and how can we capitalize on this information to address the issues on why they leave in the first place.

**Strategy's Expected Result/Impact:** Increase in student retention that will contribute to enrollment stabilization

Increase in parent satisfaction

**Project Lead:** Executive Director of Planning, Evaluation and Research  
Chief of Communications

**Goal 4:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Performance Objective/Specific Result 2:** By 2023-24 district initiatives for families will increase opportunities for parents to engage in the schools, and attend classes and events through community and district partnerships by 10%.

**Evaluation Data Sources:** Surveys and reports

Raptor Reports

Registration for Events & Classes

Sign In Sheets

#### Strategy 1 Details

**Strategy 1:** Provide engaging programs designed for in person and virtual modalities for students (EC-12) and parents to increase involvement including support resources. Increase engagement opportunities through the parent centers and district wide programs.

**Strategy's Expected Result/Impact:** Increase engagement opportunities through the parent centers and district wide programs by 10%.

Increase engagement opportunities through the use of Campus Libraries by students and families by 10 %.

**Project Lead:** ESSER Parent Education and Community Engagement Strategist

**Title I:**

4.2

#### Strategy 2 Details

**Strategy 2:** Increase parent engagement by meeting their needs through feedback provided from the Parent Interest Survey.

**Strategy's Expected Result/Impact:** Increase engagement opportunities through the parent centers and district wide programs by 10%.

Increase engagement opportunities through the use of Campus Libraries by students and families by 10 %.

**Project Lead:** ESSER Parent Education and Community Engagement Strategist

#### Strategy 3 Details

**Strategy 3:** Enhance the current mentoring program that is diverse and impacts students at all campuses. Increase outreach services and program contacts by 25% over the 2023 school year.

**Strategy's Expected Result/Impact:** Increase outreach services and program contacts by 25% by:

Develop an identification system for students who are most in need of a mentor based on data on academics and behavior.

Student and mentor feedback.

Academic and behavior data.

10% increase of students with mentors.

Student mentor retention

**Project Lead:** SEL Coordinator

**Title I:**

2.6

**Goal 4:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Performance Objective/Specific Result 3:** By 2022-2023 our community outreach to nonprofits and businesses to seek opportunities, partnerships, and donations/services will increase by 10 percent.

**Evaluation Data Sources:** ESSER Task Logs

Strategy 1 Details
<p><b>Strategy 1:</b> Strategy 1 The Parent Education and Community Engagement (PEACE) team will attend local Irving Chamber meetings, Rotary clubs, Irving Community Action Network, and any other organizations to promote and partner with Irving ISD programs, classes, and events.</p> <p><b>Strategy's Expected Result/Impact:</b> These partnerships will lead to an increase in opportunities for mentoring, internships, employment, in-kind donations, guest speakers, tutors, parent classroom space, and other resources to connect and lift up our families.</p> <p><b>Project Lead:</b> ESSER Parent Education and Community Engagement Strategist</p>

**Goal 5:** In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

**Performance Objective/Specific Result 1:** Attract life changing educators to Irving ISD by attaining: less than 70 teacher vacancies for 2022-23 at the start of Learn2Inspire. Have greater than 47 student teachers in IISD hired for 2022-23 school year.

**Evaluation Data Sources:** Increase in teacher recruitment as measured through:

Exit interviews

Retention Data

Resignation Data

Entry Survey/application data

#### Strategy 1 Details

**Strategy 1:** Create updated screening and interviewing criteria to inform campus hiring practices which could include interview techniques that elicit context-specific examples, using phone interviews to narrow down the field of candidates, interview committee and reference checks.

**Strategy's Expected Result/Impact:** Increased alignment across campus hiring teams through training on screening and interviewing candidates during peak hiring season.

Attainment of stronger candidates with a strong culture fit through expanded and standardized use of a screener and team interview questions for recruitment of qualified candidates.

**Project Lead:** Executive Director of Human Resources  
Directors of Human Resources

#### Strategy 2 Details

**Strategy 2:** Expand current alternative certification program university partnerships to include a focus on the acquisition of student teachers and alternatively certified candidates and their growth into certified teachers.

Calibrate across campuses and leadership on what constitutes an ideal teacher and leader profile in IISD

**Strategy's Expected Result/Impact:** Increased hire rate for student teachers and interim teachers hired as certified teachers by end of the school year as compared to previous years.

Increased involvement with university and community partnerships and Irving ISD's FIT program to provide support to student and interim teachers.

A fully developed profile of an effective IISD teacher and leader that will guide in recruiting & hiring highly effective teachers and leaders.

**Project Lead:** Executive Director of Human Resources  
Directors of Human Resources

**Goal 5:** In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

**Performance Objective/Specific Result 2:** Retaining life changing educators within Irving ISD by attaining by fall 2022-23:

Less or equal to 17.8% turnover rate

Less or equal to 82.2% retention rate

**Evaluation Data Sources:** Increase in staff retention rates as measured through:

Exit Interview data

Exit Survey data

Stay Interview data

Retention data

Resignation reason data

#### Strategy 1 Details

**Strategy 1:** Expand the LEAP program in 2021-2022 as a continued "grow your own" pipeline. Build on an additional cohort into the LEAP program that sustains several pathways of leadership development (instructional leadership and aspiring administrative leadership).

Continue building on the Connect-Ed program to provide robust teacher induction and mentoring that equips new teachers as instructional leaders in their classrooms.

**Strategy's Expected Result/Impact:** Fill 5% of leadership vacancies with current or former LEAP cohort participants.

Increase in teacher retention rate for teachers with 0-3 years of experience as a part of the Connect-Ed program.

**Project Lead:** Directors of Human Resources

Director of Professional Learning

#### Strategy 2 Details

**Strategy 2:** Expand stay interview data collection to proactively receive feedback from campus staff.

Update exit surveys.

Enhance the data collection and analysis with campus administrators to train on teacher retention trends.

Provide training for campus administrators through HR Academy and Learn2Lead sessions.

**Strategy's Expected Result/Impact:** By May 2022, collect data, both verbal and written, from retained staff at selected campuses through stay interviews.

Increase the teacher retention rate from 85% to 87%.

Teacher turnover will be reduced by 3% or more.

**Project Lead:** Directors of Human Resources

**Goal 5:** In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

**Performance Objective/Specific Result 3:** Establish Threat Assessment teams at each campus and throughout the district and ensure that 100% of campus professionals are trained in Cultural Intelligence by end of September of each year.

**High Priority**

**Evaluation Data Sources:** Eduphoria attendance  
Documented Threat Assessment Teams

**Strategy 1 Details**

**Strategy 1:** Establish a multidisciplinary threat assessment team of school personnel including faculty, staff, administrators, coaches, and available school resource officers who will direct, manage, and document the threat assessment process.

**Strategy's Expected Result/Impact:** The implementation of these steps will ensure that each campus establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews.

**Project Lead:** Director of School Safety and Security

**Strategy 2 Details**

**Strategy 2:** Through a partnership with the Cultural Intelligence Center, Irving ISD will develop a comprehensive plan to train all Irving ISD professional staff, including Trustees and District Leadership at all campuses on developing Cultural Intelligence (CQ).

**Strategy's Expected Result/Impact:** Professional staff at every campus will be trained to increase their cultural intelligence by receiving targeted training on cultural values and cultural competencies by September 2021.

**Project Lead:** SEL Strategist

**Title I:**  
2.6

**Strategy 3 Details**

**Strategy 3:** Through the use of CASEL, Sanford Harmony, and Capturing Kids' Hearts resources, Irving ISD will develop a comprehensive plan to train all Irving ISD professional staff on responding to the social and emotional needs of all learners.

**Strategy's Expected Result/Impact:** 100% of elementary staff will be trained on Harmony SEL by September 2021. 100% of secondary staff will be trained on Capturing Kids' Hearts or CASEL 3 Signature Practices by May 2022.

**Project Lead:** SEL Strategist  
Director of At-Risk & Responsive Services

**Title I:**  
2.6