

Irving Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

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

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

Vision

Excellence and Equity for All

Strategic Objectives

Each student will...

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

- Flourish in the career of their choice.

Core Beliefs

We believe that...

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

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Comprehensive Needs Assessment

Revised/Approved: October 12, 2021

Demographics

Demographics Summary

School Year 2020-21

| <u>Program/Demographics</u> | <u>Number</u> | <u>Percentage</u> |
|-----------------------------------|---------------|-------------------|
| Total Enrollment | 32,682 | 100.00% |
| Limited English Proficient (LEP) | 14,976 | 45.80% |
| Bilingual | 7,714 | 23.60% |
| Gifted and Talented | 4,741 | 14.50% |
| Special Education | 2,512 | 14.50% |
| Economically Disadvantaged | 27,233 | 83.30% |
| At-Risk | 23,666 | 72.40% |
| Hispanic-Latino | 23,557 | 72.10% |
| American Indian- Alaskan Native | 656 | 2% |
| Asian | 1103 | 3.40% |
| Black - African American | 4109 | 12.60% |
| Native Hawaiian- Pacific Islander | 54 | 0.17% |
| White | 2835 | 8.70% |
| Two or More | 368 | 1.10% |

Demographics Strengths

According to the CITYLAB website (<https://www.citylab.com/equity/2012/11/where-find-diversity-america/3892/>), the most diverse zip code in America is 75038 with 26% Asian, 25% African American, 23% Hispanic, and 23% White. Geographically, this zip code is located in the north of Irving ISD, which shares it with Carrollton-Farmer's Branch ISD. Overall, however, Irving ISD's student population is 72% Hispanic/Latino, 9% white, 12% African American, and 3% Asian. 73% of Irving ISD's students are economically disadvantaged and 41% are English language learners (EL).

The large EL population of the district, most of whom speak Spanish as a first language, present both opportunities and challenges. The opportunities include the possibility of graduating a large number of former EL students who are bilingual, bi-literate, and bi-cultural with knowledge of both their heritage language and English. A major challenge is

developing high levels of English proficiency among EL students over a few short years. ELAR performance on STAAR among EL students is an area of weakness for the district. Irving ISD plans to address this challenge through a focus on early literacy and by implementing one- or two-way bilingual education at all elementary campuses. The goal of both the one- and two-way bilingual programs is to produce Irving ISD graduates who are bilingual, bi-literate, and bi-cultural in English and Spanish.

Student Achievement

Student Achievement Summary

Irving ISD was not rated in 2020 and 2021 due to State of Disaster Declaration (COVID19)

Over 90% of IISD students participated in STAAR testing for the 2021 school year:

✳ See 2021 data comparison in the DIP Addendum

Irving ISD received a grade of a B (Overall score 87) in the 2019 accountability system.

Accountability Measures:

Overall Accountability Rating in 2019

- District rated "B"
- 2 of 20 elementary campuses rated "A"; 13 rated "B"; 5 rated "C"
- 3 of 8 middle schools met rated "B"; 5 rated "C"
- 4 of 4 high school campuses rated "B"
- 1 AE campus rated "A"

Domain I: Student Achievement in 2019

- District rated "B"
- 14 of 20 elementary campuses rated "C"; 6 rated "D"
- 1 of 8 middle schools met rated "A"; 7 rated "C"
- 3 of 4 high school campuses rated "B"; 1 rated "C"
- 1 AE campus rated "B"

Domain IIA: School Progress in 2019

- District rated "B"
- 4 of 20 elementary campuses rated "A"; 9 rated "B"; 7 rated "C"
- 4 of 8 middle school campuses rated "C"; 4 rated "D"
- 4 of 4 high school campuses rated "B"
- 1 AE Campus rated "A"

Domain IIB: Relative Performance in 2019

- District rated "B"
- 12 of 20 elementary campuses rated "B"; 6 rated "C"; 2 rated "D"
- 1 out of 8 middle school campuses rated "A"; 4 rated "B"; 3 rated "C"
- 1 of 4 high school campuses rated "A"; 3 rated "B"
- Domain IIB not applicable to 1 AE Campus

Domain III: Closing the Gaps in 2019

- District rated "B"
- 1 of 20 elementary campuses rated "A"; 2 rated "B"; 17 rated "C"
- 2 of 8 middle school campuses rated "B" 1 3 rated "C"; 3 rated "D"
- 1 of 4 high school campuses rated "B"; 3 rated "C"
- 1 AE campus rated "B"

Distinction Designations in 2019

- 13 out of 20 elementary schools earned one or more distinctions
- 4 out of 8 middle schools earned one or more distinctions
- 3 out of 4 High Schools earned one or more distinctions

Student Achievement Strengths

Elementary- 2019

The majority of elementary campuses improved their mathematics scores. 11 campuses improved the percentage of students scoring at Approaches grade level, 14 campuses improved the percent of students at Meets, and 16 campuses improved the percent of students at Masters.

Elementary reading results were similar in improvement but the percentages at each performance level were lower. 14 campuses improved the percentage of students scoring at Approaches grade level. 14 campuses improved the percent of students at Meets, and 15 campuses improved the percent of students at Masters.

Writing results were up three percentage points over 2018 at the Approaches grade level (56%). Meets grade level and Masters grade level and Masters were both down. Meets grade level was at 24% down 5 percentage points from 2018. Masters grade level was at 6% which is a 1 percentage point decline from 2018.

Science scores were a concern in 2018 but improved at all three performance levels in 2019. Approaches grade level was up 3 percentage points to 72%. Meets grade level was up 12 percentage points to 42%. Masters grade level was up 8 percentage points to 19%.

In conclusion, the overall results for the district are up when compared to 2018. Writing was the only subject that showed an overall decline in the performance level indicators. Mathematics, reading, and science were all improved in the three performance level indicators.

Middle School:- 2019

Grades 6-8, the District made a three-percentage point gain in the percentage of students at Approaches Grade Level. The percent of students at Meets Grade Level was up six percentage points to 39%. The overall students at Masters grade level was up three percentage points to 16%. Every middle school campus improved their percent at Approaches grade level, Meets grade level and percent at Masters grade level.

Mathematics, Reading, and Writing were up district wide in all score categories (Approaches, Meets, and Masters). Science was down for the district in all three performance levels. Approaches grade level was down 12 percentage points, Meets grade level was down 18 percentage points, and Masters grade level was down four-percentage points.

In conclusion, the overall results for the District are higher than in 2018. All campuses had overall improvement in the percent of students at the Approaches grade level, Meets Grade Level, and Masters Grade Level score categories. Reading, writing, and Math are the bright spots with most campuses improving in all three score categories. Science scores are concerning as they are significantly lower than in 2018.

High School: - 2019

8834 students took an EOC STAAR test in the 2019 accountability window. When the English I, English II, Algebra I, Biology, and U.S. History tests were combined and compared to 2018 results, the district scores in all three performance level indicators are higher. Approaches grade level was three percentage points higher at 77%. Meets grade level was up seven percentage point to 52% over 2018, and masters grade level was up five percentage point to 18%.

The English I and II scores were up over 2018 scores. English I scores were up in all three performance indicators. Approaches grade level was up four percentage points to 61%. English II Approaches grade level scores were up three percentage points to 62%. English I was up seven percentage points at Meets grade level to 41%. English II Meets grade level was up five percentage points to 41%. English I Masters grade level was up two percentage points to 5% with English II remaining the same as in 2018 at 3% Masters grade level.

The District's algebra I scores were higher than in 2018. 92% of students reached the Approaches standard. This is the up seven percentage points over 2018. Meets grade level was up 20 percentage points to 68% and Masters grade level was up 22 percentage points to 42%.

Biology scores remained high. The District percent at approaches was 89%. Meets was at 56% and Masters at 14%.

U.S. History scores remained high with the District at 90% Approaches, 63% Meets, and 33% Masters. The District and most campuses realized an increase in meets and masters for History.

In 2019, the last accountability year since COVID19, Irving ISD received a B letter grade from the Texas Education Agency (TEA). The district received 52 Campus Academic Distinctions and 70% of campuses earned a TEA grade of an A or B. The district graduation rate was at 95% and students in Irving ISD earned over 43 million in scholarships and grants.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Elementary reading scores at the meets and masters achievement level was down district wide. **Root Cause:** Lack of training for teachers in early literacy may be a cause. The district has a new literacy plan that is tightly aligned with the science of reading instruction, however COVID has made implementation of the training needed difficult.

Problem Statement 2: In writing in elementary school the percent of students at Approaches grade level remained constant at 53%. **Root Cause:** Lack of training for teachers in the science of teaching reading may be a cause. There is concern of fidelity to the district writing curriculum.

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

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

Problem Statement 5: Special Education students in grades 3-8 are not passing at the same rate as their peers. **Root Cause:** Inconsistent use of progress monitoring data by general education and special education teachers when planning targeted interventions for special education students as well as the lack of early identification and intervention for students who are at-risk.

District Culture and Climate

District Culture and Climate Summary

Instructional Experience: Student Survey Results (due to state of disaster "COVID19", the following survey was conducted with students the Winter of 2020-21).

At the time of the survey 70% of students had attended remotely at some point in the 30 days before the survey.

- 77% of students felt acceptable, good, and very good about their learning experience.
- 70% of students stated that they understand what their teachers expect of them on assignments
- 48% of students said that they had problems with homework. The top three reasons why:
 - There was too much homework
 - Did not have enough time to complete
 - Difficulty accessing the homework
- 93% a student said that their teachers we're moderately two extremely helpful.
- 60% of students responded that their teachers check on them on how are they are doing with their schoolwork
- 76% responded that their teachers do their best to help them learn.
- 53% of students responded that they prefer in person Learning and 22% said they didn't have a preference.
- 80% of students respond of that campus helps them organize their learning.
- 83% of students responded that they were bored sometimes, frequently or always.
- 79% of students responded did they felt stressed sometimes, Frequently, or always.

Staff Climate Survey (Spring 2021 state of disaster (COVID-19))

- 77% of staff members respond that they would give their school an A or B for how well it engages learners to become critical thinkers, leaders cheerleaders in a diverse and competitive world.
- 85% staff members agree that all staff keep going when the going gets tough.
- 99% of staff agree that they are determined to give their best effort at work every day.
- 93% of staff agree that they are inspired to meet their goals at work.
- 83% of staff agree that they get excited about coming to work.
- 93% of staff agree that all students at their school are treated equally regardless of their cultural, racial, and language differences.
- 90% a staff agree that all staff in their school or treated equally regardless of their cultural, racial, and language differences.
- 85% of staff responded that they feel safe at the campus with the COVID-19 protocols in place.

District Culture and Climate Strengths

Staff Quality, Recruitment, and Retention Summary

A First Year Teacher Academy has been implemented for the last three school years. It will continue to be implemented this year. The Connect-ED mentoring program provides first year teachers with an effective system of support.

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

Professional Development:

2020-2021 Professional Development

School Level Courses: 1312

Total Enrollments: 40385

District Level Courses: 2094

Total Enrollments: 54658

Total Professional Learning Courses

3406 Courses

95,043 enrollments

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

For the 2021-2022 school-year, the IISD Professional Development plan will include 30 hours of professional development with a focus on social emotional learning, closing gaps in learning, bilingual/ESL strategies, and demonstration of learning.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Students responses to their instructional experience indicate that students struggled with homework and coursework while learning remotely and in a mixed hybrid setting. **Root Cause:** The COVID19 Pandemic has created a situation that has not been experienced by our students before. Students are experiencing unprecedented personal, social, educational, and mental situations that are confusing and overwhelming.

Problem Statement 2: Retention of teachers after 1-3 years in the district. **Root Cause:** New teachers to Irving do not return because of struggles with classroom management and instructional delivery.

Problem Statement 3: Staff survey results show that staff 30% of staff members do not feel that their social and emotional needs have been met during the 2020-21 school year. **Root Cause:** The COVID19 Pandemic has created a situation that has not been experienced by anyone in the last 100 years. Teachers are experiencing unprecedented personal, social, economic, career and mental situations that can be demanding and overwhelming.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

- External & Internal strategies
 - University partnerships with Colleges of Education and alternative certification programs
 - Expansion of geographical reach through resources such as Linked-In
 - Intense focus on increasing the number of student teachers with the intent to hire
 - Due to recent challenges in 2020 surrounding COVID-19, HR has been conducting virtual job fairs, info sessions, and drive-up hiring events
 - Competitive compensation
 - Tailored professional development through Connect-Ed for teachers with 0-3 years of experience
 - Reimbursement of ESL certification cost and preparation courses
 - Creation of *Leaders Excelling and Advancing Performance* (LEAP)
 - Recruitment Kickoff- Training in recruiting strategies/expectations for all hiring managers
 - I AM NEXT stipend
 - IISD Graduate stipend
 - Year round recruitment
 - Bi-annual job fair focused on recruiting auxiliary staff
 - Serving on panels at interview days for colleges of education (TABE BESO Institute, UNT BESO conference, TWU, UNT, UTA)

Additionally, Irving ISD's current efforts to target increased retention rates work to be both proactive and responsive to the needs that currently exist across campuses, and include:

- Communication with principals regarding supportive early intervention plans for new or struggling teachers
- Learning Services launched year 2's implementation of the "New Teacher Mentor Program" during Learn2Inspire
 - Specifically developing strategies for first-year teachers and mentoring
 - Increased mentor pay to remain competitive
 - Limited the maximum number of mentees to 2 each per mentor to build sustainability
- Bolstering efforts with content-specific specialists and coordinators at the district level to provide targeted support with specialized content development
- Continued support of principals' development to provide strong staff culture and climate via Learn2Lead and HR Academy in the fall
- Utilize data from annual "Culture and Climate" survey to track trends in staff satisfaction, occurring mid-year
- HR targets data collection and analysis of campus-specific retention rates and stay interview data to celebrate bright spots and correlations between the higher rates at some campuses and the strategies being used by their administrative teams.
- HR expanded the LEAP program to include 2 cohorts (Aspiring and Instructional Leaders) and added leadership mentors as an additional aspect of the program.

Perhaps most recently within the last few years, we've all noticed how the legislative updates reflect a trending desire of the state to support fiscal efforts to bolster retention of high quality, experienced teachers. This translated into a generous increase in compensation in 2019-2020 for a wide variety of

positions across Irving ISD.

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Survey data is collected from staff when they resign or retire, but addressing trends in why teachers and leaders stay is a data point that gleans valuable insights in how supervisors support and retain staff. **Root Cause:** Stay interviews should continue to be conducted with returning staff across pre-selected campuses by HR. Administrators need to be trained on how to enhance staff retention by holding stay interviews of their own with select staff.

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

District Curriculum Assessments

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

Curriculum, Instruction, and Assessment Strengths

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

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

Curriculum and Instructional Services personnel logged over 1,500 campus visits during the 2019-20 school year spending their time with direct support to campuses through Professional Learning Communities, classroom support, development of intervention plans and conducting campus professional development.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The 2019 data indicates that the reading level of many students in Irving ISD perform below grade level in reading (74%) **Root Cause:** Students are entering kindergarten with less experience in reading, writing, speaking and listening using academic language. Early exit from bilingual impacts reading and writing. The foundation literacy program is in place for Pk-3, however COVID has created difficulty training teachers to effectively implement what is written.

Problem Statement 2: Observations in classrooms and professional learning communities indicate a need for an aligned curriculum that support both lesson design, student experiences, assessments and delivery. **Root Cause:** Teachers are determining what the impact standards are to be taught from campus to campus. The curriculum is aligned with the TEKS and provides robust support for teachers. However, lack of fidelity of implementation of the written and tested curriculum may lead to gaps in student learning and lower the rigor of instruction needed to achieve full mastery of the TEKS. Most teacher in IISD have less than 5 years of experience.

Problem Statement 3: Student performance results in the area of reading and writing have had little or no increase over the last three years. **Root Cause:** Inconsistent implementation of curriculum. Curriculum is aligned to the TEKS which underpin success on STAAR. Teacher and campus autonomy do create gaps from campus to campus and grade level to grade level.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent Involvement Survey *(Spring 2021)*

- 88% of parent responses rated the quality of learning for their student(s) as acceptable and higher.
- 89% of parents agree that their child's school encourages him/her to do their best
- 90% of parents agree that their child's school has high expectations & 90% trusts staff/administrators
- 92% of parents agree that their child's school is clear and fair when disciplining.
- 85% of parents agree that their school listens and communicates well with them.
- 92% of parents agree that their child's school respects and responds to the community's cultural, racial, and language differences.

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

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

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

District Context and Organization

District Context and Organization Summary

Superintendent's Leadership Team

| <u>Name</u> | <u>Position</u> |
|--------------------------|--|
| Magda Hernandez | Superintendent |
| Dr. Juan-Carlos Martinez | Deputy Superintendent of Campus Operations |
| Dr. Jeannine Porter | Deputy Superintendent of School Leadership |
| Dr. Andre Smith | Chief of Administrative Services |
| Alvin McQuarters | Chief of Technology & Innovation |
| Fernando Natividad | Chief Financial Officer |
| Dr. Jackie Gorena | Chief Learning Officer |

Leadership Support Team:

| <u>Name</u> | <u>Position</u> |
|-------------------------|--|
| Esther Kolni | Legal Counsel |
| Mertiza Webb | Executive Director of Employee Services & HR Systems |
| Ahna Gomez | Executive Director of Secondary Schools |
| Sheila Peragine | Executive Director of K-5 Schools |
| Dr. Lance Campbell | Assistant Chief of Campus Operations |
| Dr. Dorian Galindo | Executive Director of Planning, Evaluation, & Research |
| Imelda Little | Executive Director of Academic Support Services |
| Dr. Blanca De la Sierra | Executive Director of Curriculum & Instruction |
| Jim Scrivner | Executive Director of Facilities & School Support Services |
| Olga Rosenberger | Executive Director of Federal Programs |

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

District expectation: Technology is used as a resource to amplify curriculum. When lessons begin with strong content and pedagogy, a natural use of technology provides student engagement with communication, collaboration, and creativity with an understanding that technology supports curriculum

not drive assessment.

- **Digital learning:** resources and instructional materials are evaluated using a rubric for both quality of content as well as technology functionality. We comply with COPPA, CIPA, FERPA, and other laws pertaining to the use of technology in schools. Diverse committees of stakeholders are formed for the evaluation process.
- **Equipment/ Device Summary:** District is establishing an equitable and sustainable K-12 distribution plan with 15 devices PreK-5, 1-to-1 iPads for 8 middle schools through a Verizon grant, and 1 cart of 30 Chromebooks for each HS classroom.
- **Training :** Ongoing in-person and virtual training.
- **iLearn:** Comprehensive iLearn site with short “how-to’s” maintained by Digital Learning department.
- **eCourses:** eCourses are offered asynchronously (i.e. flexible letting students complete work on their own) and synchronously (set schedule).
- **Family Access to Technology:**
 - Library computers are available for parent/student use throughout the day
 - Various parent classes that include technology literacy components are available across campuses

District Context and Organization Strengths

Irving ISD has **4 of the top schools in the Nation** according to the *US News and World Report*. In the school year 2020-21 the district had **32 programs of study**, offered **20 Advanced Placement (AP) classes**, and **120 dual-credit courses**.

Additionally, Irving ISD provides PSAT, SAT, ACT, TSI, and AP Exams at **zero cost (\$0)** to families. The district has **2 Collegiate Academies** that offer **60 hours of FREE College Credit**.

During the 2020-21 school year, Irving ISD students earned a total of **692 Industry-Based Certifications**.

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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Targeted support Identification data
- Accountability Distinction Designations

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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (Rtl) 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
- Discipline records
- School safety data

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

Revised/Approved: August 16, 2021

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

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>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).</p> <p>Strategy's Expected Result/Impact: 3rd-grade students reading at or above grade level (Meets) goal: Currently 16%</p> <p>2022 @ 22%</p> <p>2023 @ 30%</p> <p>2024 @ 40%</p> <p>Reading at or above grade level trajectory:</p> <p>Kinder Goal:</p> <p>2022 @ 50%,</p> <p>2023 @ 60%,</p> <p>2024 @ 70%</p> <p>1st Grade Goal:</p> <p>2022 @ 50%,</p> <p>2023 @ 60%,</p> <p>2024 @ 70%</p> <p>2nd grade Goal:</p> <p>2022 @ 50%,</p> <p>2023 @ 60%,</p> <p>2024 @ 70%</p> <p>Project Lead: Director of Curriculum & Instruction Executive Director of PK-5 Schools</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>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.</p> <p>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:</p> <p>2022 @ 33%, 2023 @ 36%, 2024 @ 39%</p> <p>Project Lead: Executive Director of Teaching and Learning Executive Director of PK-5 Schools</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Train and support teachers in effectively implementing strategies that support English Learners (ELLs) such as Structured Academic Conversations and Paired Literacy Bridging.</p> <p>Strategy's Expected Result/Impact: Improve STAAR performance 5-10 percentage point each year.</p> <p>Project Lead: Executive Director of Teaching and Learning Director of Special Education</p> <p>Equity Plan</p> | Formative | | | Summative |
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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.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS


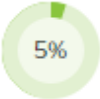





| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Professional Development on integrating Reading, Listening, Speaking, and Writing across all content areas.</p> <p>Strategy's Expected Result/Impact: English Learners will attain a minimum of 1 years progress on English language proficiency as measured by the TELPAS Composite score from 2020 data.</p> <p>Project Lead: Executive Director of Teaching and Learning</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>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.</p> <p>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.</p> <p>Project Lead: Executive Director of Teaching and Learning</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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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 3: Special Education STAAR Reading scores will increase by 5 percentage points by 2022-2023 in 3rd grade.

Targeted or ESF High Priority

Evaluation Data Sources: MAP results and STAAR results











| Strategy 1 Details | Reviews | | | |
|---|--|---|--|-----------|
| <p>Strategy 1: Special Education Coordinators will complete data dives then schedule data meetings with identified campus administrators to provide input for targeted interventions to identified special education students.</p> <p>Strategy's Expected Result/Impact: Special Education's overall scores will increase by 5% as compared to the 2019 STAAR results in reading and math.</p> <p>Project Lead: Directors of Special Education</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - Results Driven Accountability</p> | Formative | | | Summative |
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| |  10% |  5% |  20% | |
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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 2022.

HB3 Goal

Evaluation Data Sources: STAAR

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|------------------|
| <p>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.</p> <p>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.</p> <p>Project Lead: Executive Directors of School Leadership</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide Professional Learning for Demonstration of Learning for all Elementary campuses.</p> <p>Strategy's Expected Result/Impact: Improve alignment of learning objectives to students' independent practice (assignments).</p> <p>Project Lead: Director of Elementary Curriculum & Instruction Elementary Math Coordinator & Coaches</p> | Formative | | | Summative |
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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%







| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: Half of the Elementary campuses will receive Solution Tree RTI training by July of 2023.</p> <p>Strategy's Expected Result/Impact: 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>Project Lead: Director of Professional Learning Executive Directors of School Leadership</p> | Formative | | | Summative |
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Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% 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 | Reviews | | | |
|--|---|---|---|------------------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increase targeted support, tutoring and test-taking preparation for students without CCMR goal attainment.</p> <p>Project Lead: Director of Guidance, Counseling, and College Readiness, CCMR Specialist, AVID Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement PSAT/ACT/SAT and TSIA camps for targeted students needing support in test taking skills to meet their CCMR goal.</p> <p>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.</p> <p>Project Lead: Director of Guidance, Counseling, and College Readiness CTE Director</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 3: Provide training to counselors and PEIMS staff to ensure that students who have completed IEPs and workforce readiness are coded appropriately:</p> <p>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).</p> <p>Strategy's Expected Result/Impact: The number of students with IEPs completing workforce readiness will be accurately accounted for.</p> <p>Project Lead: Director of Guidance, Counseling and College and Career Readiness and CTE Director</p> | Formative | | | Summative |
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No Progress



Accomplished



Continue/Modify






Discontinue

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% 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

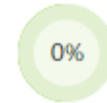
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|------------------|
| <p>Strategy 1: Increase Industry-Based Certifications in our English language learners and SPED student's populations by 2%, by providing training for CTE teachers on SPED accommodations when administering Industry Based Certification tests and a focus on specialized vocabulary.</p> <p>Strategy's Expected Result/Impact: An emphasis in this area will increase students' attainment of Industry Based Certifications.</p> <p>Project Lead: CTE Director CTE CCMR Coordinator.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide students and parents sessions to create awareness on CTE offerings to achieve better program placement for students.</p> <p>Form a committee consisting of CTE, Counseling, and SPED to identify the criteria to qualify a student as meeting mastery</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |

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



No Progress



Accomplished



Continue/Modify













Discontinue

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 | Reviews | | | |
|--|---|---|---|------------------|
| <p>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.</p> <p>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</p> <p>Project Lead: Chief of Marketing and Communications Director of Early Childhood Executive Director of Academic Support Services</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Strategy 2</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student retention that will contribute to enrollment stabilization</p> <p>Increase in parent satisfaction</p> <p>Project Lead: Executive Director of Planning, Evaluation and Research Chief of Communications</p> | Formative | | | Summative |
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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 | Reviews | | | |
|--|--|--|--|------------------|
| <p>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.</p> <p>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 %.</p> <p>Project Lead: ESSER Parent Education and Community Engagement Strategist Director of Digital Learning/Learning Resources</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Increase parent engagement by meeting their needs through feedback provided from the Parent Interest Survey.</p> <p>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 %.</p> <p>Project Lead: ESSER Parent Education and Community Engagement Strategist Director of Digital Learning/Learning Resources</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>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 2021 school year.</p> <p>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</p> <p>Project Lead: Director of Guidance, Counseling and College Readiness Director of At Risk and Responsive Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> | Formative | | | Summative |
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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 | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Project Lead: ESSER Parent Education and Community Engagement Strategist</p> | Formative | | | Summative |
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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 | Reviews | | | |
|--|---|---|---|-----------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increased alignment across campus hiring teams through training on screening and interviewing candidates during peak hiring season.</p> <p>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.</p> <p>Project Lead: Executive Director of Human Resources Directors of Human Resources</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>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.</p> <p>Calibrate across campuses and leadership on what constitutes an ideal teacher and leader profile in IISD</p> <p>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.</p> <p>Increased involvement with university and community partnerships and Irving ISD's FIT program to provide support to student and interim teachers.</p> <p>A fully developed profile of an effective IISD teacher and leader that will guide in recruiting & hiring highly effective teachers and leaders.</p> <p>Project Lead: Executive Director of Human Resources Directors of Human Resources</p> | Formative | | | Summative |
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Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.


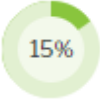

Performance Objective/Specific Result 2: Retaining life changing educators within Irving ISD by attaining by fall 2022-23:








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 | Reviews | | | |
|---|---|---|---|-----------|
| <p>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).</p> <p>Continue building on the Connect-Ed program to provide robust teacher induction and mentoring that equips new teachers as instructional leaders in their classrooms.</p> <p>Strategy's Expected Result/Impact: Fill 5% of leadership vacancies with current or former LEAP cohort participants.</p> <p>Increase in teacher retention rate for teachers with 0-3 years of experience as a part of the Connect-Ed program.</p> <p>Project Lead: Directors of Human Resources Director of Professional Learning</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 2: Expand stay interview data collection to proactively receive feedback from campus staff.</p> <p>Update exit surveys.</p> <p>Enhance the data collection and analysis with campus administrators to train on teacher retention trends.</p> <p>Provide training for campus administrators through HR Academy and Learn2Lead sessions.</p> <p>Strategy's Expected Result/Impact: By May 2022, collect data, both verbal and written, from retained staff at selected campuses through stay interviews.</p> <p>Increase the teacher retention rate from 85% to 87%.</p> <p>Teacher turnover will be reduced by 3% or more.</p> <p>Project Lead: Directors of Human Resources</p> | Formative | | | Summative |
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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.

Evaluation Data Sources: Eduphoria attendance
Documented Threat Assessment Teams

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| <p>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.</p> <p>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.</p> <p>Project Lead: Director of School Safety and Security</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>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).</p> <p>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.</p> <p>Project Lead: SEL Strategist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>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.</p> <p>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.</p> <p>Project Lead: SEL Strategist Director of At-Risk & Responsive Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> | Formative | | | Summative |
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RDA Strategies

| Goal | Performance Objective/Specific Result | Strategy | Description |
|-------------|--|-----------------|---|
| 1 | 3 | 1 | Special Education Coordinators will complete data dives then schedule data meetings with identified campus administrators to provide input for targeted interventions to identified special education students. |

Addendums

2018-2019 vs. (2020-2021 Preliminary) STAAR 3-8 Spring Administration Results

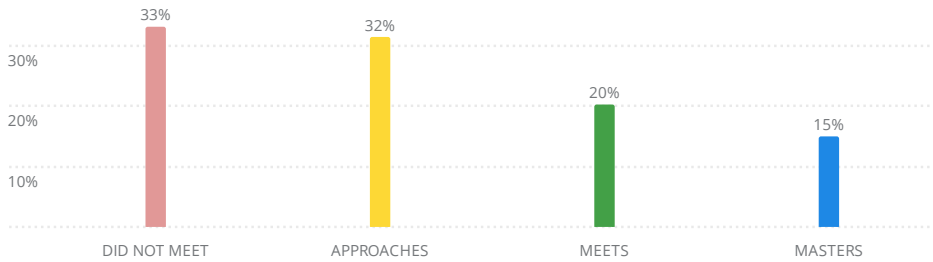
6/23/21 Update: The break down of performance - widgets were updated to reflect corrected "did not meet" percentages.

Districts now have access to new on-demand data files containing individual student results for both paper and online tests ahead of official reporting and posting of data files and reports in the [STAAR Assessment Management System](#). The on-demand data is provided in the same CSV file format as the district student data file posted in the Assessment Management System after testing is completed and all tests are scored; however, not all the data elements available in the student data file will be populated in the on-demand data file. These results are based off of the most up-to-date files that are pulled from the system daily. Testing is still in progress, so we will notify you of the final load when we receive it.

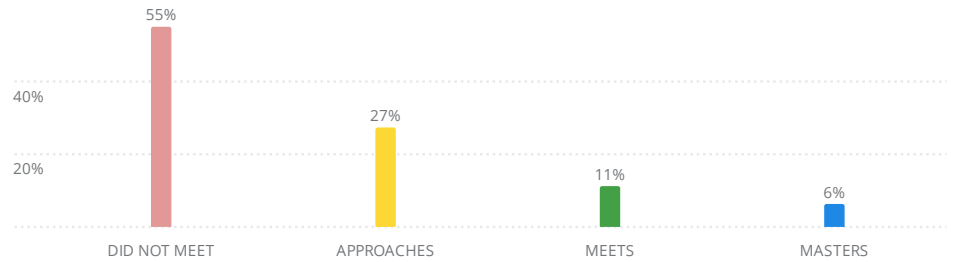
*All results in these reports are based on STAAR 3-8 assessments that are scored only with a score code of an "S".

*Test Version: STAAR

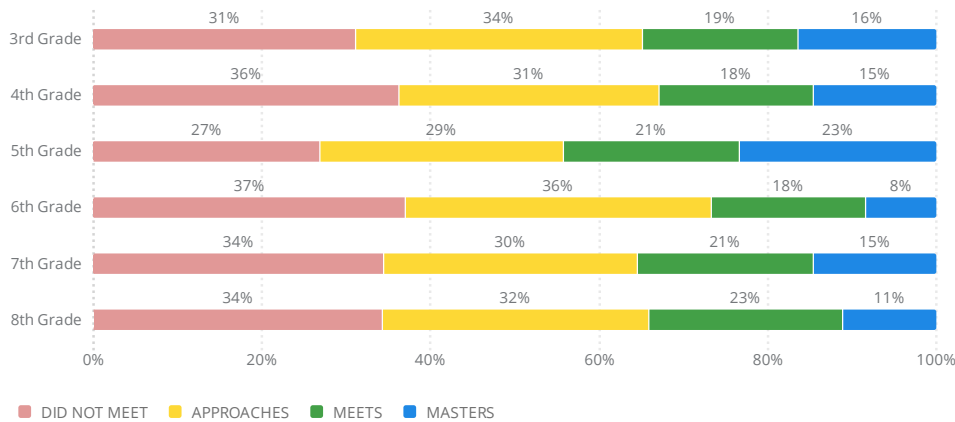
2018-2019 STAAR 3-8: Performance Level Attained: (All Subjects) 41,157 Responses



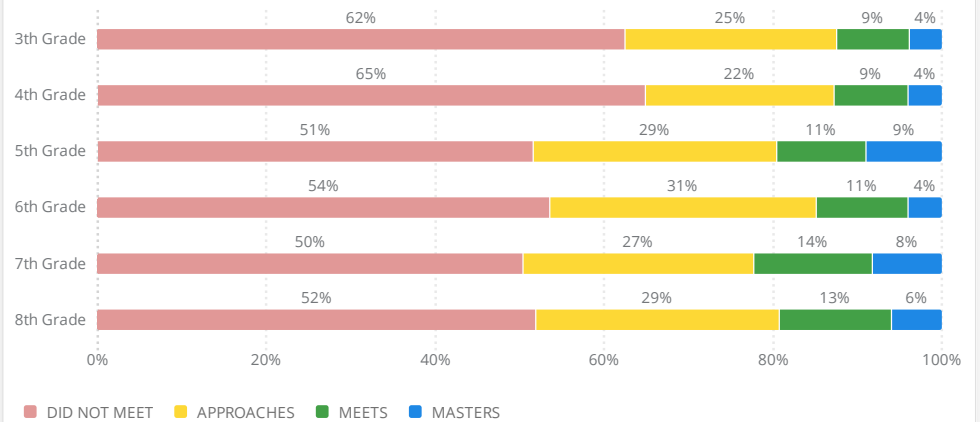
2020-2021 STAAR 3-8: Performance Level Attained: (All Subjects) 36,254 Responses



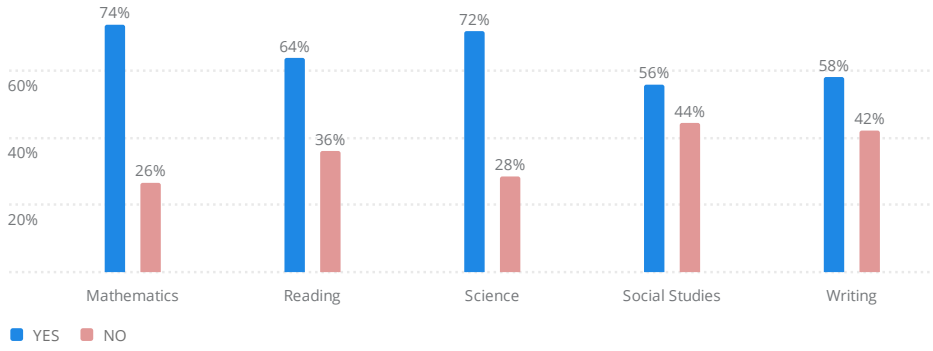
By Grade: 2018-2019 SY: Performance Level Attained (All Subjects) 41,157 Responses



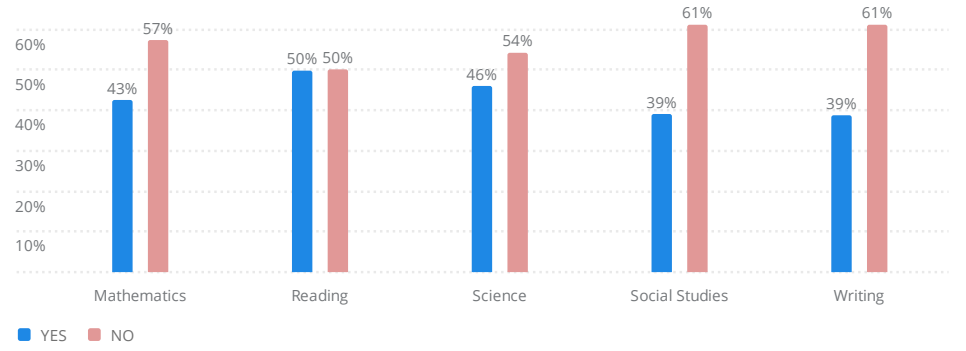
By Grade: 2020-2021 SY: Performance Level Attained (All Subjects) 36,254 Responses



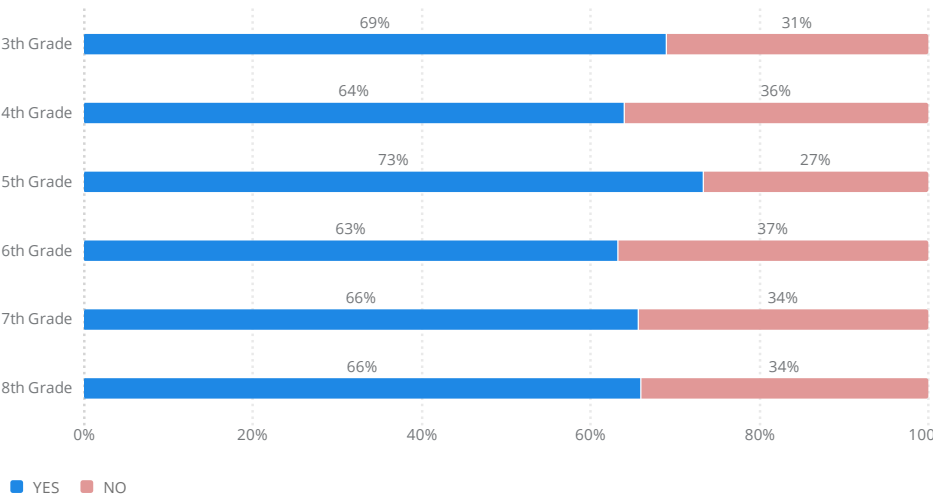
By Subject: 2018-2019 SY: Approaches and Above 41,157 Responses ▼ 2



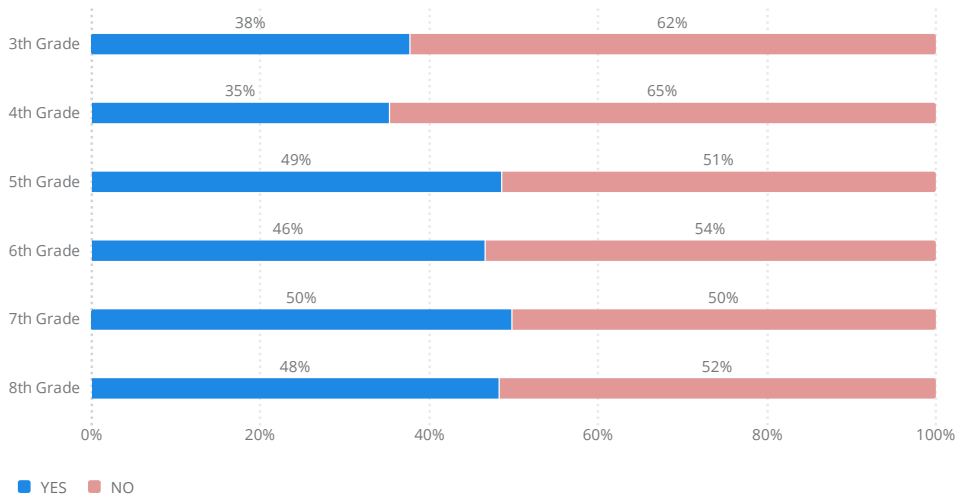
By Subject: 2020-2021 SY: Approaches and Above i 36,254 Responses ▼ 2



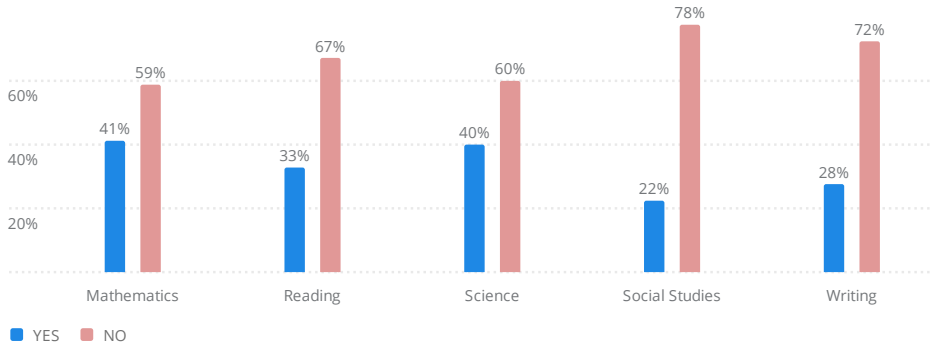
By Grade: 2018-2019 SY: Approaches and Above 41,157 Responses ▼ 2



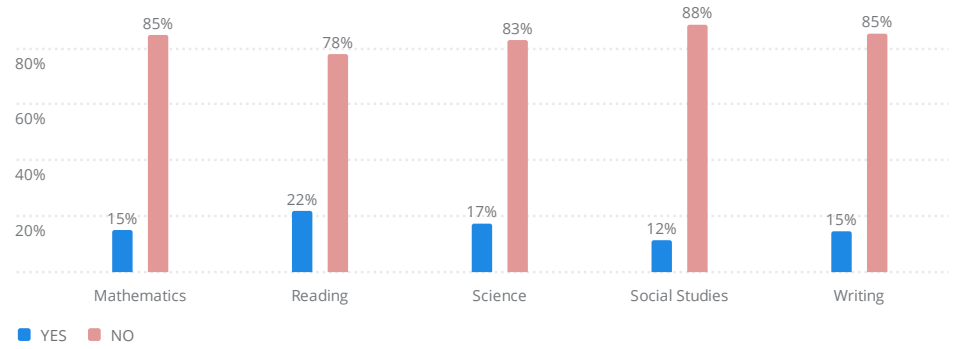
By Grade: 2020-2021 SY: Approaches and Above 36,254 Responses ▼ 2



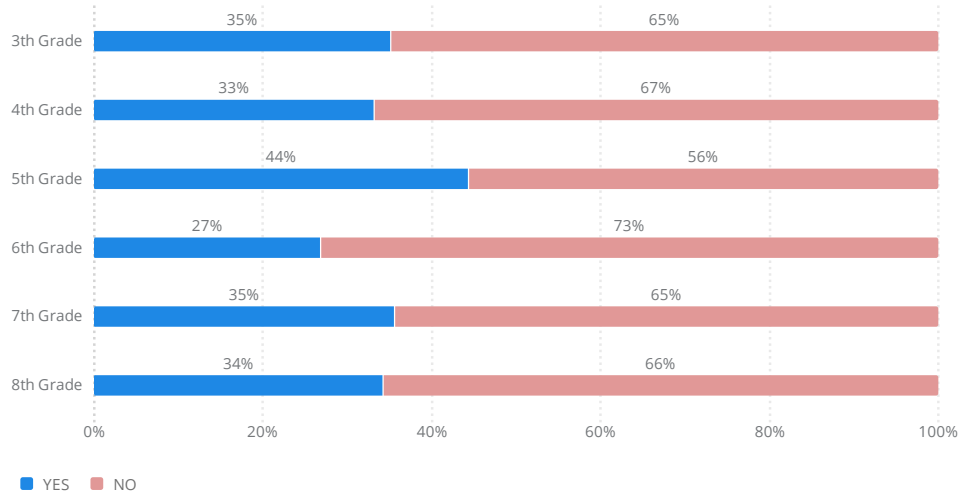
By Subject: 2018-2019 SY: Meets and Above 41,157 Responses ▼ 2



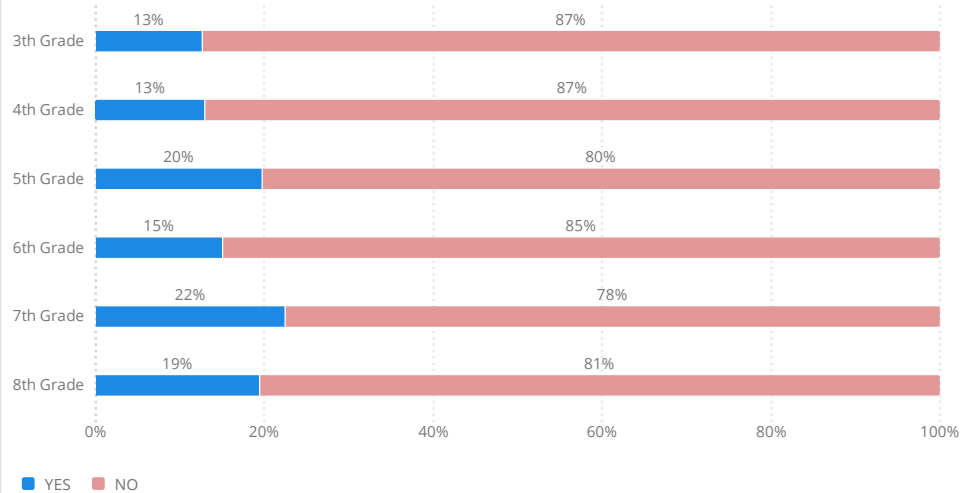
By Subject: 2020-2021 SY: Meets and Above i 36,254 Responses ▼ 2



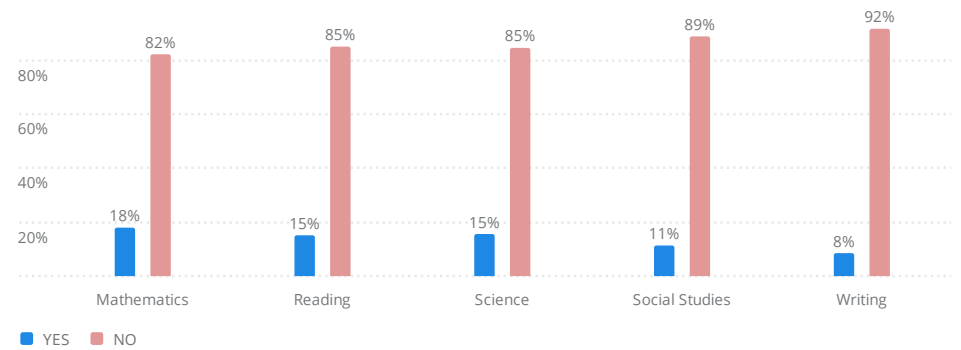
By Grade: 2018-2019 SY: Meets and Above 41,157 Responses ▼ 2



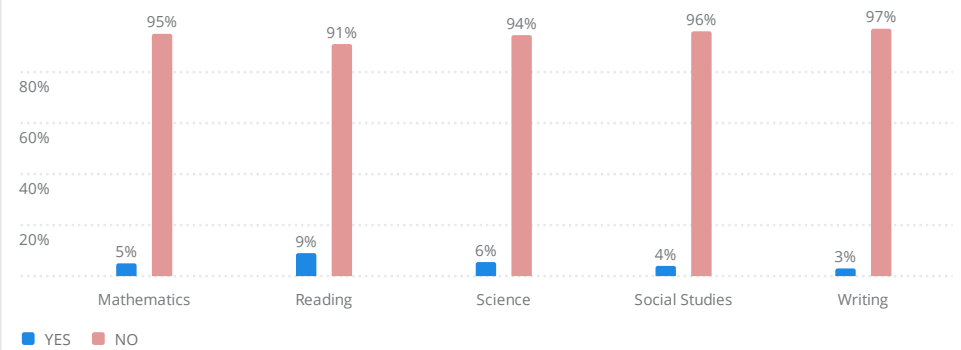
By Grade: 2020-2021 SY: Meets and Above 36,254 Responses ▼ 2



By Subject: 2018-2019 SY: Masters and Above 41,157 Responses ▼ 2

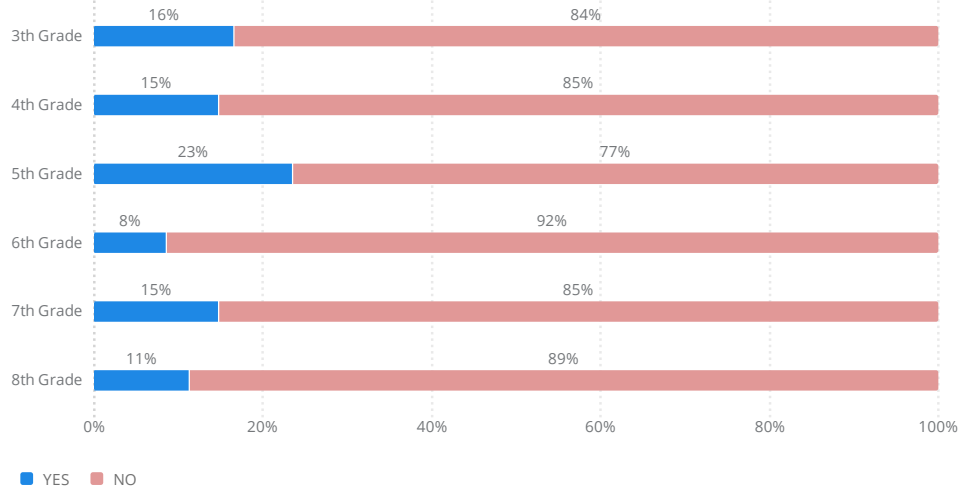


By Subject: 2020-2021 SY: Masters and Above 36,254 Responses ▼ 2



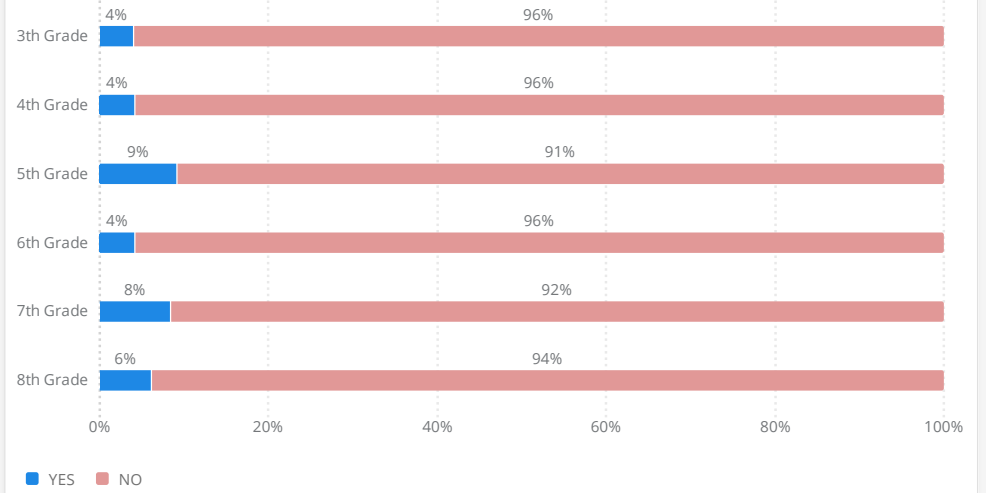
By Grade: 2018-2019 SY: Masters and Above 41,157 Responses

▼ 2



By Grade: 2020-2021 SY: Masters and Above 36,254 Responses

▼ 2

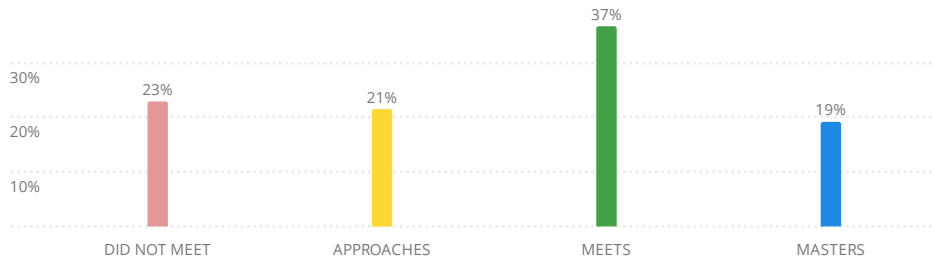


2018-2019 vs. (2020-2021 Preliminary) EOC Spring Administration Results

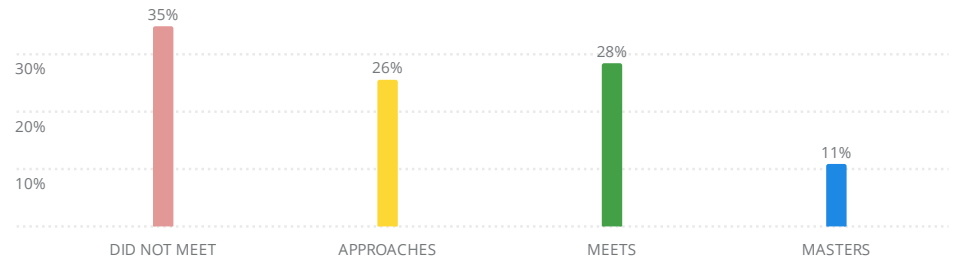
Districts now have access to new on-demand data files containing individual student results for both paper and online tests ahead of official reporting and posting of data files and reports in the [STAAR Assessment Management System](#). The on-demand data is provided in the same CSV file format as the district student data file posted in the Assessment Management System after testing is completed and all tests are scored; however, not all the data elements available in the student data file will be populated in the on-demand data file. These results are based off of the most up-to-date files that are pulled from the system daily. Testing is still in progress, so we will notify you of the final load when we receive it.

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*Test Version: STAAR

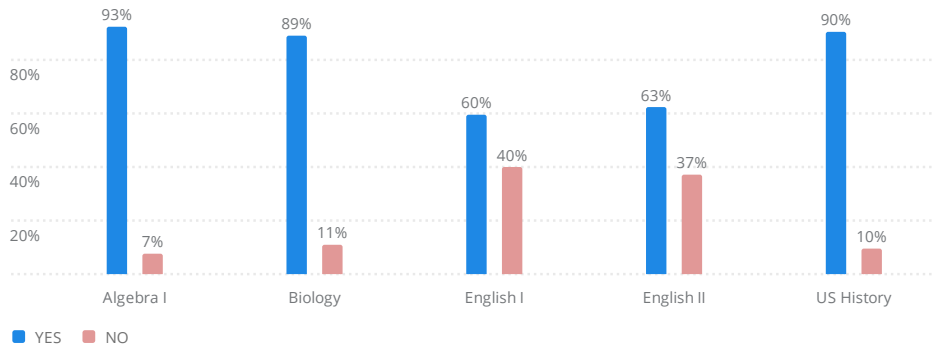
2018-2019 EOC: Performance Level Attained: (All Subjects) 14,079 Responses



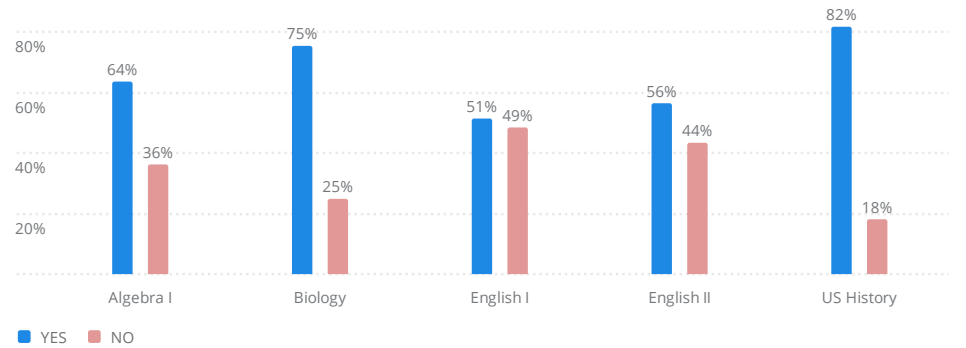
2020-2021 EOC: Performance Level Attained: (All Subjects) 12,395 Responses



2018-2019 SY: Approaches and Above 14,079 Responses

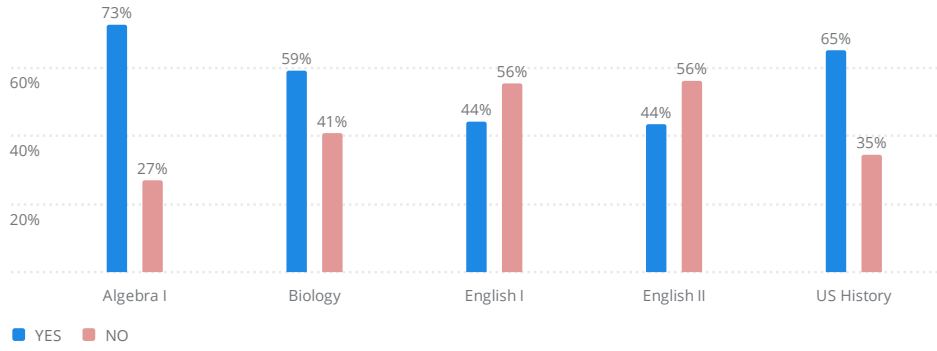


2020-2021 SY: Approaches and Above 12,395 Responses



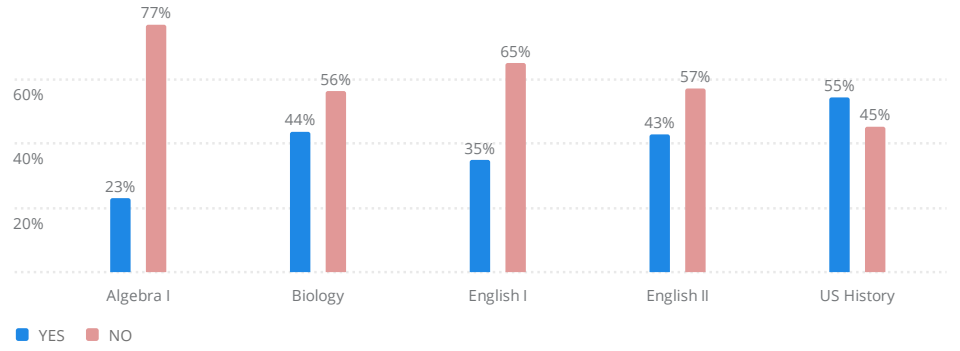
2018-2019 SY: Meets and Above 14,079 Responses

▼ 2



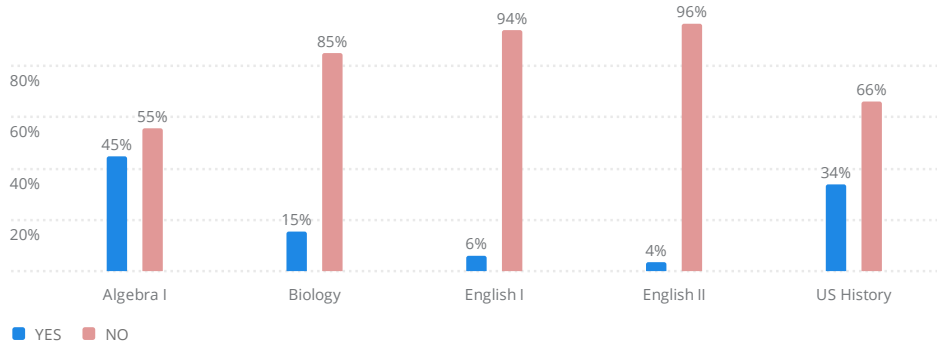
2020-2021 SY: Meets and Above 12,395 Responses

▼ 2



2018-2019 SY: Masters and Above 14,079 Responses

▼ 2



2020-2021 SY: Masters and Above 12,395 Responses

▼ 2

