

Irving Independent School District
Irving High School
2024-2025 Campus Improvement Plan



Mission Statement

Through creating a safe, positive, and nurturing school culture, Irving High's mission statement is to ensure that all stakeholders have an equitable opportunity for academic and personal growth.

Vision

To empower our community where all students succeed in a global society (community) while feeling safe and loved.

Value Statement

Irving High School Core Values

Trust

Collaboration

Service

Respect

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Irving High School continues to be a very diverse campus. Demographic data for the campus reveals a large number of Emerging Bilingual students (1258). The number of students classified as Economically Disadvantaged or At-Risk are 2,067 and 2156, respectively. Our campus is a neighborhood school that offers several pathways in which students can earn certifications prior to graduation that will prepare them to be workforce ready. Students also have an opportunity to earn college credit through AP offerings and dual credit. There are a variety of clubs, sports, arts and fine arts opportunities for our students to engage in. We offer ESL classes for our newcomers and have SPED resource and inclusion offerings, PASS and LIFE units to meet the needs of all our students. We also offer a credit recovery program for students needing to recuperate credits.

Our Staff Data includes the following:

1. Teachers are highly qualified and 87.5% of ELAR teachers have ESL supplemental certifications.
2. All AP teachers have received AP institute training or are GT trained.
3. We have 11 teachers certified in Sped education

Student group information is as follows:

2023-2024 Student Data:

Total Student Count

2535 (9th - 787, 10th - 646, 11th - 573, 12th - 529)

Gender Breakdown:

47.1% Female

52.9% Male

Student Ethnicity Breakdown:

81.78% Hispanic

6.08% African American

5.96% White

1.66% Asian

3.91% American Indian

0.51% Two or More Races

Irving High School

Other Campus Demographics:

Special Education - 7.46%

Gifted/Talented - 13.73%

Emerging Bilingual - 49.63%

Economically Disadvantaged - 81.54%

At Risk - 85.05%

Discipline Data-Infractions by Grade level:

School - Year Over Year Infraction Counts by Grade Level		
	2022-23	2023-24
*		1
09	545	845
10	267	458
11	165	173
12	96	132
Totals	1,073	1609

Drop out rate for the Class of 2023 is expected to include 45 students which is about 7% expected drop out rate, which is increase from previous year's drop out rate for the Class of 2022 of 6.3%

4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	93.6%	93.1%	92.9%	93.1%	92.3%	100.0%	100.0%	-	83.3%	88.6%	93.3%	88.8%
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	1.3%	0.7%	0.0%	0.8%	0.0%	0.0%	0.0%	-	0.0%	4.5%	0.6%	1.3%
Dropped Out	6.4%	5.1%	6.3%	7.1%	6.2%	7.7%	0.0%	0.0%	-	16.7%	6.8%	6.2%	9.9%
Graduates and TxCHSE	90.0%	93.7%	93.1%	92.9%	93.1%	92.3%	100.0%	100.0%	-	83.3%	88.6%	93.3%	88.8%
Graduates, TxCHSE, and Continuers	93.6%	94.9%	93.7%	92.9%	93.8%	92.3%	100.0%	100.0%	-	83.3%	93.2%	93.8%	90.1%
Class of 2021													
Graduated	90.0%	94.7%	94.9%	93.2%	95.0%	95.8%	80.0%	100.0%	-	-	73.0%	95.6%	91.8%
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	1.8%	1.5%	2.3%	1.6%	0.0%	0.0%	0.0%	-	-	21.6%	0.9%	2.4%
Dropped Out	5.8%	3.5%	3.6%	4.5%	3.4%	4.2%	20.0%	0.0%	-	-	5.4%	3.5%	5.9%
Graduates and TxCHSE	90.3%	94.7%	94.9%	93.2%	95.0%	95.8%	80.0%	100.0%	-	-	73.0%	95.6%	91.8%
Graduates, TxCHSE, and Continuers	94.2%	96.5%	96.4%	95.5%	96.6%	95.8%	80.0%	100.0%	-	-	94.6%	96.5%	94.1%

2022-2023 and 2023-2024 Infraction by demographic:

2022-2023	Gender	Ethnicity	Econ Dis	LEP	Special Ed
Non Distinct Count of Behavior Event ID's					

	F	M	1-Hispanic/Latino	2-American Indian/Alaska	3-Asian	4-African American/Black	5-Native Hawaiian/Other	6-White	7-Two or More Races	N	Y	N	Y	N	Y
09	236	449	538	7	6	111		14	9	382	303	301	384	666	19
10	85	230	290		1	21		2	1	191	124	152	163	299	16
11	80	97	141			30	1	5		161	16	97	80	165	12
12	26	80	86			18	1	1		106		56	50	106	
Totals	427	856	1,055	7	7	180	2	22	10	840	443	606	677	1,236	47

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2023-2024															
Non Distinct Count of Behavior Event ID's	Gender		Ethnicity					Econ Dis		LEP		Special Ed			
	F	M	1-Hispanic/Latino	2-American	3-Asian	4-African	6-White	7-Two or	N	Y	N	Y	N	Y	
*		1	1						1		1		1		
09	378	789	869	54	5	119	105	15	550	617	356	811	1,108	59	
10	223	362	452	14	12	60	39	8	290	295	229	356	552	33	
11	49	175	204	9		7	4		125	99	111	113	191	33	
12	58	113	130	1	2	17	21		161	10	106	65	168	3	
Totals	708	1,440	1,656	78	19	203	169	23	1,127	1,021	803	1,345	2,020	128	

There was an increase in the number of infractions for the 2023-2024 compared to the previous year. The demographic group that saw an increase was the LEP 9th grade group by about 500 more infractions. African American students who make up 6% of the population made up 12% of the infractions.

Our Staff Retention was below the district in 2023-2024 at 70.93%

The Chronic Absenteeism rate for the 2023-2024 school year was 22.4% and this was also 12% higher than the district average. Students with lowest attendance is the African American students.

Demographics Strengths

Irving High School's attendance for the 2022-2023 school year was 89.8% with an average daily attendance of 2,218 students. Irving High School's attendance for 2023-2024 is on track to average at above 93%. Campus administrators implemented a complete revamping of the processes and procedures in the attendance office. They have implemented an aggressive program of contacting parents, notifying them of truancy issues, having parent/student/administrator conferences, and working directly with the other administrators to make sure students are held accountable for truant behavior.

Date by Grade level for the school year 2023-2024

Grade Level	Enrolled Quantity	Attended Quantity	Absent Quantity	Attendance %	Absence %
09	131,102.0	121,679.00	9,423.00	92.8%	7.2%
10	105,598.0	98,563.00	7,035.00	93.3%	6.7%
11	91,347.0	85,724.00	5,623.00	93.8%	6.2%
12	91,937.0	85,879.00	6,058.00	93.4%	6.6%
Summary	419,984.0	391,845.00	28,139.00	93.3%	6.7%

Absenteeism by sub populations: African American students had the lowest attendance rate for each grade level for the 2022-2023 school year.

Attendance %	Gender		Ethnicity					Econ Dis		LEP		Special Ed			
	F	M	1-Hispanic/Latino	2-American Indian/Alaska Native	3-Asian	4-African American/Black	5-Native Hawaiian/Other Pacific Islander	6-White	7-Two or More Races	N	Y	N	Y	N	Y
09	88.4%	88.9%	88.8%	90.5%	87.8%	85.9%		91.8%	80.5%	86.8%	90.5%	88.9%	88.4%	88.4%	93.0%
10	90.6%	90.2%	90.6%	87.8%	94.4%	85.8%		94.7%	87.6%	88.8%	92.5%	91.1%	89.3%	90.4%	89.2%
11	90.2%	90.7%	90.3%	89.1%	94.9%	92.1%		98.0%	87.0%	90.6%	80.6%	91.8%	88.0%	90.5%	80.1%

12	90.0%	89.9%	89.8%	89.1%	90.2%	90.9%	86.2%	90.8%		90.0%	88.2%	89.9%	90.0%	89.9%	95.7%
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Absenteeism by sub populations: African American students had the lowest attendance rate for each grade level for the 2023-2024 school year.

Attendance %	Gender		Ethnicity							Econ Dis		LEP		Special Ed		
	F	M	1-Hispanic/Latino	2-American Indian/Alaska Native	3-Asian	4-African American/Black	5-Native Hawaiian/Other Pacific Islander	6-White	7-Two or More Races	N	Y	N	Y	N	Y	
09	92.8%	92.9%	92.5%	95.0%	95.8%	92.8%		97.5%	93.0%	94.0%	92.0%	93.4%	93.2%	92.6%	92.7%	93.8%
10	92.9%	93.7%	93.3%	94.4%	93.0%	91.5%		94.4%	86.5%	93.1%	93.5%	93.4%	93.3%	93.3%	94.6%	
11	93.3%	94.3%	93.9%	93.7%	96.3%	90.6%		94.5%	93.7%	93.7%	94.0%	94.1%	93.5%	93.9%	92.1%	
12	93.2%	93.6%	93.6%	93.2%	93.4%	93.4%		97.9%	90.2%		93.4%	91.0%	93.7%	92.9%	93.4%	90.9%

Attendance for the school year

2023-2024 improved across all demographics and also increased for African American students. The demographic still showing lower numbers are the two or more races for 10th grade.

Irving serves a large emergent bilingual population. Irving High has made EB training a priority. All teachers participate in a series of trainings designed to increase language acquisition. The seven-steps training is offered throughout the year during PLC time. The expectation is that all teachers, regardless of course offering, are utilizing these techniques.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There was a 5 point increase in emergent bilinguals from 44 to 49. There was a substantial increase in the at-risk population from 76% to 81.5%.

Problem Statement 2 (Prioritized): There was an increase in the number of total infractions by 9th grade LEP students. **Root Cause:** LEP students may struggle to understand school rules, classroom instructions, or disciplinary expectations due to limited proficiency in English.

Problem Statement 3: The drop out rate for the Class of 2022 is 6.3% which is an increase from the Class of 2021 of 3.6%.

Problem Statement 4 (Prioritized): The two demographic groups, African American and two or more races had the lowest lowest attendance for the school year 2023-2024. **Root Cause:** Lack of connection to the school can lead to lower attendance. Schools can enhance engagement through culturally relevant curricula and extracurricular activities that resonate with these students.

Student Learning

Student Learning Summary

2024-2025 Irving High School AP Exam Results, EOC Results, CCMR, MAP & TELPAS

Year-to-Year Score Comparison

Year	1	2	3	4	5	Total Exams
2021-2022 (old staff)	738	312	190	79	26	1345
2022-2023 (year 1)	551	408	251	88	26	1324
2023-2024 (year 2)	658	455	322	216	51	1702

2022 vs. 2023 College Readiness Comparison

Year	College Readiness (2+)	Qualifying Scores (3+)
2021-2022	607 / 1345 (45%)	295
2022-2023	773 / 1324 (58%)	368
2023-2024	1044 / 1702 (62%)	589

Total NMSI Scores (Math, Science, English)		
Year	2's	QS
2021-2022	146	74
2022-2023	166	107
2023-2024	240	143

AP Science					
Year	Course	2's	QS	Total	Percentage
2021-2022	Biology	16	8	26	31%
2022-2023	Biology	12	6	26	23%
2023-2024	Biology	15	13	44	30%
2021-2022	Chemistry	3	2	22	9%
2022-2023	Chemistry	8	3	19	16%
2023-2024	Chemistry	7	2	18	11%

AP Science					
2021-2022	Physics	1	1	39	3%
2022-2023	Physics	8	0	62	0%
2023-2024	Physics	12	5	112	4%
2023-2024	Physics 2	6	0		0%
2021-2022	Environmental	11	3	12	25%
2022-2023	Environmental	12	8	42	19%
2023-2024	Environmental	28	19	106	18%
2021-2022	Totals	31	14		
2022-2023	Totals	40	17		
2023-2024	Totals	68	39		

AP Math			
Year	Course	2's	QS

AP Math			
2021-2022	Cal AB	12	6
2022-2023	Cal AB	22	8
2023-2024	Cal AB	24	18
2021-2022	Cal BC	2	3
2022-2023	Cal BC	2	1
2023-2024	Cal BC	8	1
2021-2022	Stats	5	1
2022-2023	Stats	6	10
2023-2024	Stats	8	6
2021-2022	Comp Sci A	1	2
2022-2023	Comp Sci A	1	0
2023-2024	Comp Sci A	1	1
2021-2022	Comp Sci P	3	10
2022-2023	Comp Sci P	10	4
2023-2024	Comp Sci P	11	13
2023-2024	Pre-Cal	0	7

AP Math			
2021-2022	Totals	23	22
2022-2023	Totals	41	23
2023-2024	Totals	52	46

AP English			
Year	Course	2's	QS
2021-2022	English Literature	45	28
2022-2023	English Literature	31	46
2023-2024	English Literature	49	26
2021-2022	English Language	47	10
2022-2023	English Language	54	21
2023-2024	English Language	61	20
2021-2022	Seminar	7	7
2022-2023	Seminar	-	-
2023-2024	Seminar	10	12
2021-2022	Research	-	-
2022-2023	Research	-	1
2023-2024	Research	-	-

AP English

2021-2022	Totals	99	45
2022-2023	Totals	85	68
2023-2024	Totals	120	58

AP Social Studies

Year	Course	2's	QS
2021-2022	Human Geo	17	15
2022-2023	Human Geo	15	24
2023-2024	Human Geo	21	33
2021-2022	World	42	27
2022-2023	World	58	51

AP Social Studies

2023-2024	World	55	59
2021-2022	US History	15	6
2022-2023	US History	44	13
2023-2024	US History	33	65
2023-2024	European	7	18
2021-2022	Psych	2	3
2022-2023	Psych	5	9
2023-2024	Psych	1	4
2021-2022	Government	23	17
2022-2023	Government	15	7
2023-2024	Government	16	61
2021-2022	Economics	9	9
2022-2023	Economics	39	22
2023-2024	Economics	25	39
2021-2022	Totals	108	77
2022-2023	Totals	176	126

AP Social Studies

2023-2024	Totals	158	279
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AP Spanish

Year	Course	2's	QS
2021-2022	Spanish Language	38	120
2022-2023	Spanish Language	48	117
2023-2024	Spanish Language	41	150
2021-2022	Spanish Literature	10	7
2022-2023	Spanish Literature	11	7
2023-2024	Spanish Literature	11	7
2021-2022	Totals	48	127
2022-2023	Totals	59	124
2023-2024	Totals	52	157

EOC 2023 vs 2024

Year	Subject	App	Meets	Master
2023	English I	51	30	3%
2024	English I	40%	28%	3%
Change	English I	-11%	-2%	

Year	Subject	App	Meets	Master
2023	English II	61	40	2
2024	English II	54%	37%	1%
Change	English II	+6%	-3%	-1%

Year	Subject	App	Meets	Master
2023	Algebra 1	53	11	3
2024	Algebra 1	59.4	9	2
Change	Algebra 1	6.4%	-3%	-1%

Year	Subject	App	Meets	Master
2023	Biology	81	36	7
2024	Biology	85	28.9	4.6

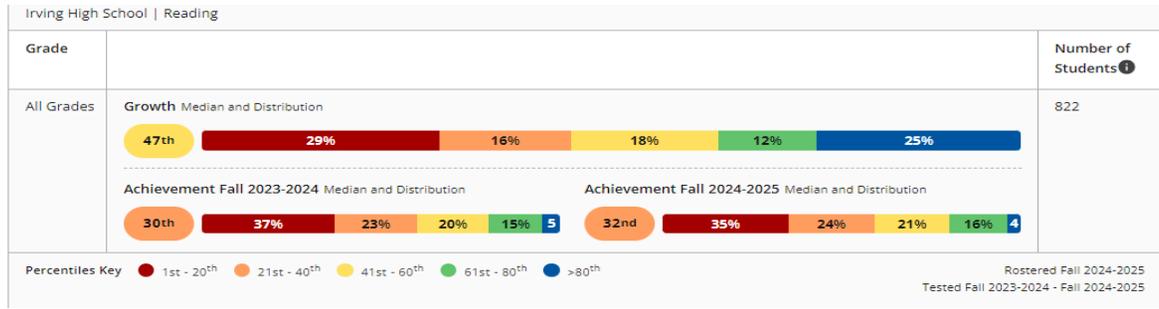
Year	Subject	App	Meets	Master
Change	Biology	+4%	-7.1%	-3.6%

Year	Subject	App	Meets	Master	District Avg	State Avg
2022	US History	79	46	20	84	89
2023	US History	94	65	31	94	95
2024	US History	94%	58%			
Change	US History					

CCMR

Year	CCMR
2022	43
2023	61
2024	94.2

Year	TSI
2023	42%
2024	92%



Student Learning Strengths

The 2023-2024 academic year shows strong performance improvements across several key areas at Irving High School. In AP exams, both college readiness and qualifying scores increased significantly. The percentage of students demonstrating college readiness grew from 58% in 2022-2023 to 62% in 2023-2024, and qualifying scores rose from 368 to 589. In particular, AP Science courses like Biology and Physics showed notable gains, with Physics increasing from 0 qualifying scores in 2022-2023 to 5 in 2023-2024, and Biology improving from 6 to 13 qualifying scores. AP Math courses also saw success, with Calculus AB rising from 8 to 18 qualifying scores, and Computer Science Principles increasing from 4 to 13.

Social studies courses made tremendous strides as well, with US History's qualifying scores jumping from 13 in 2022-2023 to 65 in 2023-2024, and Government scores improving from 7 to 61. In world languages, AP Spanish Language continued to be a strength, with qualifying scores increasing from 117 to 150. The College, Career, and Military Readiness (CCMR) metric improved dramatically, increasing from 61 in 2023 to 94.2 in 2024, reflecting a strong focus on post-secondary preparation. Similarly, Texas Success Initiative (TSI) scores surged from 42% to 92%, indicating significant progress in college readiness. These achievements highlight the school's success in fostering academic growth and preparing students for future challenges.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The English 1 EOC performance showed that the "Approaches" level was 13% below the state average and 11% below the district average. The "Meets" level was 19% below the state average, and the "Masters" level was 10% below the state average. **Root Cause:** Teachers may be using instructional methods that do not effectively engage students or address diverse learning needs.

Problem Statement 2: Irving High School English 2 EOC performance was 12% below the state in approaches grade level. 17% below that state in performance at the meets grade level and 7% below the state in students performing under the master's grade level. **Root Cause:** The root causes include a lack of consistent use of high-quality instructional materials, inconsistent student feedback and checks for understanding within the lesson cycle, insufficient differentiation, and improper implementation of the RTI process.

Problem Statement 3 (Prioritized): Irving High School's Algebra 1 performance was 18% below the state average at the "Approaches" grade level, 30% below the state average at the "Meets" grade level, and 20% below the state average at the "Masters" grade level. **Root Cause:** The Algebra 1 team lost 3 teachers by the end of the first semester and guest educators filled the vacancies until teachers were hired and other experienced teachers were given Algebra sections

Problem Statement 4: Irving High School's Biology performance was 7% below the state average at the "Approaches" grade level, 22% below the state average at the "Meets" grade level, and 15% below the state average at the "Masters" grade level. **Root Cause:** The root causes include a lack of consistent use of high-quality instructional materials, inconsistent student feedback and checks for understanding within the lesson cycle, insufficient differentiation, and improper implementation of the RTI process.

Problem Statement 5: Irving High School's U.S. History performance was 3% below the state average at the "Approaches" grade level, 10% below the state average at the "Meets" grade level, and 8% below the state average at the "Masters" grade level. **Root Cause:** The root causes include a lack of consistent use of high-quality instructional materials, inconsistent student feedback and checks for understanding within the lesson cycle, insufficient differentiation, and improper implementation of the RTI process.

School Processes & Programs

School Processes & Programs Summary

The district has created and embedded a comprehensive curriculum including high quality instructional materials. The curriculum is linked on the district website and is embedded into the campus instructional planning calendar (IPC). PLC teams are expected to embed link the district curriculum guide into their team IPC as well as any corresponding lesson plans.

Teachers received district led PD at the beginning of the year by content. Specifically for Math and Reading Language ARTS, teacher received Research Based instructional strategies training (RBIS) which consists of topics that require conceptual or philosophical shifts in approach to instruction. Professional development is planned based on campus needs and the integration of strategies that focus on frequently common formative assessments and writing consistently with purpose through a successful PLC process, allowing teachers and administrative leaders to drill down to the root causes of student performance. Teachers received PD at their campus on Academic Conversations to increase student engagement, building vocabulary, student data trackers and lesson plan writing.

Teacher leaders engage in distributive leadership opportunities by participating in the Guiding Coalition which meets every six weeks to help make decisions and provide feedback about teacher concerns. The guiding coalition is comprised of administrators, academic specialists, success coach, EB coach and department chairs from each department. Each PLC also has a team lead that help guide the PLC process. Every Wednesdays, the administrative team meets with the instructional team (Academic specialists, EB specialist, and success coach) and they review school processes, meet with the Counseling lead, review walkthrough data and assessment data. Action plans are created to address teachers needed additional coaching. The Walkthrough Matrix is reviewed and struggling teachers are added for additional coaching. Action plans to address low assessment data are reviewed and re-teaching strategies are discussed.

During PLCs, teachers discuss upcoming lessons, review KNOW/SHOW charts and may engage in teacher model of lessons. Teachers also review data and create re-teach plans.

Our counselors provide guidance on various topics such as bullying, suicide and drug awareness. Counselors also use ZELLO for scheduling of courses for the following school year.

Students struggling with grades and behavior are assigned interventions through MTSS. Students are also able to receive academic help through Tiger Time.

We have AP classes, Dual Language, ESL classes, SPED life, SPED resource and SPED inclusion classes to support our special populations. Students have access to Theater, Art, Band, Orchestra, Choir, Foreign language, various CTE courses and UIL Athletics. Some of the students attend Raterree for auto mechanic and cosmetology. We have added additional teachers to the AVID classes to provide support and increase the number of students enrolled in AP classes. There are various clubs and organizations that our students can participate in during and after school. In addition to computer science, a new Verizon Innovative Learning Schools lab will incorporate technology and math as well as the inclusion of a recording studio, which will integrate art and engineering. Texas College Bridge was successfully added to Math and ELAR classes this year leading to a significant increase in the number of students deemed college ready.

We are a one to one campus and each student has access to a chrome-book.

All teachers have been trained in KINVOLVE and communicate with parents through this application. The school has an active Twitter, Facebook and Instagram page. A monthly newsletter is sent out to parents and upcoming meetings are posted on the digital marquee.

To hire highly qualified teachers, vacancies are posted immediately on the District's website. Administrators and department chairs attend district job fairs, and conduct individual campus interviews. New teachers receive support by campus mentors through ConnectEd and experienced teachers new to Irving are assigned campus mentors.

School Processes & Programs Strengths

Irving High school had the highest number of qualifying scores in the district, this was due to an increase in the number of AP classes offered, increasing the number of 9th graders taking AP Human Geography. There was also an increase in the number of sections being offered. AP teachers were moved upstairs and this allowed for all AP teachers to have more collaboration across disciplines. All teachers were required to give CFAs every 3rd lesson and there was a review of data during PLCs. Teachers also tracked student data.

Department chairs, who serve as instructional leaders, are interviewed using a rubric and selected by a committee including Administrative leaders. Content leads also interview with respective Administrators.

Steps are being taken to broaden opportunities for student involvement. A clubs and organization fair has been held to expand awareness and increase student involvement. There was a club fair in which all organizations had a table and students visited each table during Tiger Time to get additional information about all the clubs and organizations that school offered. Students were able to sign up and complete a

survey on additional clubs they would like to see offered at the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus instructional needs and professional development initiatives are misaligned, leading to deficiencies in teaching effectiveness and learning outcomes.

Root Cause: Campus professional development, as provided by the campus leadership team, does not clearly emphasize specific instructional practices and nonnegotiables.

Problem Statement 2 (Prioritized): The absence of effective student data tracking systems at the school has led to challenges in monitoring academic progress, identifying individual learning needs, and implementing targeted interventions. This lack of data-driven insights hinders educators' ability to make informed instructional decisions, ultimately impacting student performance and achievement across various subjects. **Root Cause:** Inconsistent data tracking practices across all content core can lead to fragmented information that is difficult to analyze and act upon.

Problem Statement 3 (Prioritized): Teacher retention at Irving High School is currently at 70%, indicating a significant issue with teacher turnover. This low retention rate affects the quality of education, disrupts student learning, and creates challenges in maintaining a stable and experienced teaching staff. **Root Cause:** Teachers may feel unsupported in their roles if they are not provided with adequate professional development opportunities, mentorship, or resources to grow in their careers. In addition, some teachers are leaving to nearby districts with more competitive salaries and benefits packages.

Problem Statement 4 (Prioritized): African American students made up 12% of total infractions despite constituting only 6% of the school population. **Root Cause:** African American are repeat offenders and students may not have access to sufficient academic or social-emotional support systems.

Perceptions

Perceptions Summary

Attendance

	PIA - Cumulative	
	2022-2023	2023-2024
All Students	89.52%	93.24%
Ethnicity		
Hispanic/Latino	86.38%	81.78%
American Indian or Alaska Native	1.11%	3.91%
Asian	1.43%	1.66%
Black or African American	7.11%	6.08%

	PIA - Cumulative	
	2022-2023	2023-2024
Native Hawaiian or Other Pacific Islander	0.16%	0.12%
White	3.49%	5.96%
Two or More Races	0.32%	0.51%
Gender		
Male	52.72%	52.90%
Female	47.28%	47.10%

In reviewing the 2023-2024 discipline data, there were 61 students that were sent to DAEP with most of those being male. A total of 1,599 referrals were completed for the school year. African American students comprised 12 % of all escalated behavior referrals, while Hispanic students comprised 77% of all escalated behavior referrals. A total of 6.7% of infractions were for SPED students.

There have been meetings with the CIC which includes 2 parents and a community member. These meetings took place in Oct 2023, Dec. 2023, Feb of 2024 and April 2024. Data from student performance is shared with the committee, as well as data from parental engagement through All Pro Dad and monthly meetings held by the Parent Liaison. The Parent Liaison has also had more meetings with parents to provide information on HAC, attendance, testing, and grades.

For 2023-2024, teachers have common PLCs built into the master schedule. They have had PD on strategies to support the EB students. Teachers are implementing interventions during Tiger Time. In addition to Tiger Time, there is Saturday school, before and after school tutoring. Teachers are also providing interventions during a push-in and pull-out schedule for each EOC STAAR tested area.

We include information about our vision and mission at every staff, parent and student meetings. We have held grade level assemblies discussing the expectations for having a safe environment. We practice drills monthly. There have been 3 CIC meetings to get feedback from our stakeholders on progress we are making on the CIP as it relates to our vision, mission, goals, strategies and values.

The results of the District climate survey revealed an overall Student summary of 67%, but the percentage for the school was 68% for the school year 2024. Survey revealed that there was an increase in Core Value of Ambition, Accountability, Integrity and Safeguard. The climate survey also showed that 57% of parents believe that the school takes appropriate steps to reduce and/or eliminate bullying. Currently, counselors do guidance lessons for students on bullying and when and how to report incidents. Not all the guidance lessons are translated and some students may not understand the process for reporting.

Perceptions Strengths

There has been an increase in the overall attendance rate for the school year 2023-2024. Each ethnicity student group also shows an improvement in the attendance rate.

In reviewing the 2023-2024 discipline data, the number of students sent to DAEP has decreased to 61 students. The majority of those students are still male, but students of two or more races made up 12% of those sent to DAEP, with African Americans being at 2%. Sped and 504 students combined made up 9% of students sent to DAEP. The trend of students sent to DAEP are still male, SPED and 504 students.

During Tiger Time, a select group of African American male students are being mentored by Male Coaches. This has helped with the reduction of the percentage of African American male students being sent to DAEP.

Based on the recent survey completed in-house and by ESF(Effective Schools Framework), 86% of the staff believes the campus is headed in the right direction and there has been an improvement of the climate and culture. Teachers also believe that 96.6% of our students can learn at grade level or higher.

Students have responded to surveys given during Advisory. Students believe that the school is safer and they are able to learn more. They like Tiger Time and feel that it has been helpful to them for getting additional help and completing assignments. Students would like to see more club offerings. The ESF survey showed that our student experience is at 72%.

There has been an increase in the number of parent meetings with Attendance administrators and parents to review not only attendance by student progress.

The parent liaison has had 6 meetings and classes for parents. She also saw an increase in the number of parents that attended a session on Immigration.

There has been more parent involvement to engage the parents. There have been several Big Brother Big Sister events throughout the year that have seen an increase in parent and student participation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 303 parents completed the District Climate Survey. **Root Cause:** Parents may not be fully aware of the survey's existence due to inadequate communication or outreach from the school or district.

Problem Statement 2 (Prioritized): Only 57% of parents believe that the school takes appropriate steps to reduce and/or eliminate bullying. **Root Cause:** Parents may not be adequately informed about the school's anti-bullying policies, procedures, and initiatives, leading them to feel uncertain or unaware of the efforts being made.

Problem Statement 3 (Prioritized): There is very little parental involvement during school activities. **Root Cause:** Parents may feel that school events don't relate to their interests or that their involvement won't make a difference.

Priority Problem Statements

Problem Statement 1: The two demographic groups, African American and two or more races had the lowest lowest attendance for the school year 2023-2024.

Root Cause 1: Lack of connection to the school can lead to lower attendance. Schools can enhance engagement through culturally relevant curricula and extracurricular activities that resonate with these students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There was an increase in the number of total infractions by 9th grade LEP students.

Root Cause 2: LEP students may struggle to understand school rules, classroom instructions, or disciplinary expectations due to limited proficiency in English.

Problem Statement 2 Areas: Demographics

Problem Statement 3: African American students made up 12% of total infractions despite constituting only 6% of the school population.

Root Cause 3: African American are repeat offenders and students may not have access to sufficient academic or social-emotional support systems.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The absence of effective student data tracking systems at the school has led to challenges in monitoring academic progress, identifying individual learning needs, and implementing targeted interventions. This lack of data-driven insights hinders educators' ability to make informed instructional decisions, ultimately impacting student performance and achievement across various subjects.

Root Cause 4: Inconsistent data tracking practices across all content core can lead to fragmented information that is difficult to analyze and act upon.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teacher retention at Irving High School is currently at 70%, indicating a significant issue with teacher turnover. This low retention rate affects the quality of education, disrupts student learning, and creates challenges in maintaining a stable and experienced teaching staff.

Root Cause 5: Teachers may feel unsupported in their roles if they are not provided with adequate professional development opportunities, mentorship, or resources to grow in their careers. In addition, some teachers are leaving to nearby districts with more competitive salaries and benefits packages.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 303 parents completed the District Climate Survey.

Root Cause 6: Parents may not be fully aware of the survey's existence due to inadequate communication or outreach from the school or district.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Only 57% of parents believe that the school takes appropriate steps to reduce and/or eliminate bullying.

Root Cause 7: Parents may not be adequately informed about the school's anti-bullying policies, procedures, and initiatives, leading them to feel uncertain or unaware of the efforts being made.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The English 1 EOC performance showed that the "Approaches" level was 13% below the state average and 11% below the district average. The "Meets" level was 19% below the state average, and the "Masters" level was 10% below the state average.

Root Cause 8: Teachers may be using instructional methods that do not effectively engage students or address diverse learning needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Irving High School's Algebra 1 performance was 18% below the state average at the "Approaches" grade level, 30% below the state average at the "Meets" grade level, and 20% below the state average at the "Masters" grade level.

Root Cause 9: The Algebra 1 team lost 3 teachers by the end of the first semester and guest educators filled the vacancies until teachers were hired and other experienced teachers were given Algebra sections

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is very little parental involvement during school activities.

Root Cause 10: Parents may feel that school events don't relate to their interests or that their involvement won't make a difference.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Male / Female 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
- 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
- STEM and/or STEAM data
- Pregnancy and related services 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 1: Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 32 % to 43 % by May 2025.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 29% to 39% at meets or above on the English I & II by May 2025.

High Priority

Evaluation Data Sources: EOC DATA, TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Through aggressive monitoring, teachers will provide real-time feedback to students during independent practice. Monitoring students and offering feedback allows for in-the-moment lesson adjustments. When partnered with exit tickets, these adjustments allow teachers and teams to assess student understanding, reteach, and reassess in days, rather than weeks. The expected result is increased student understanding of the material, which will impact student success and performance on standardized testing.</p> <p>Strategy's Expected Result/Impact: Through the use of aggressive monitoring, real-time feedback will result in immediate adjustments to instruction during independent practice, leading to better student understanding and improved performance. Teachers will be able to reteach and reassess within days using exit tickets, ensuring students are prepared for STAAR-level rigor and reducing knowledge gaps.</p> <p>Staff Responsible for Monitoring: Academic specialists Assistant principals Team leads Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	July
	Review cells are empty			

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The English 1 EOC performance showed that the "Approaches" level was 13% below the state average and 11% below the district average. The "Meets" level was 19% below the state average, and the "Masters" level was 10% below the state average. **Root Cause:** Teachers may be using instructional methods that do not effectively engage students or address diverse learning needs.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 2: Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 46% to 56 % by May 2025.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 46% to 56% by May 2025.

High Priority

Evaluation Data Sources: MAP DATA

Strategy 1 Details	Reviews			
<p>Strategy 1: To improve student understanding and performance on standardized testing, we will implement a strategy that combines aggressive monitoring with academic conversations. Teachers will actively circulate during independent practice to provide real-time feedback and use exit tickets after each lesson to assess student comprehension. This will enable quick adjustments to instruction, allowing for timely reteaching and reassessment.</p> <p>Additionally, structured academic discussions will be facilitated to encourage students to articulate their thoughts and engage with peers. Techniques such as think-pair-share and partner discussions will promote dialogue around key concepts.</p> <p>By integrating aggressive monitoring with academic conversations, we aim to create a responsive learning environment that enhances student engagement and understanding, ultimately leading to improved achievement on standardized tests.</p> <p>Strategy's Expected Result/Impact: Through aggressive monitoring, teachers will provide real-time feedback to students during independent practice. Monitoring students and offering feedback allows for in-the-moment lesson adjustments. When partnered with exit tickets, these adjustments enable teachers and teams to assess student understanding, reteach, and reassess in days, rather than weeks. Additionally, integrating academic conversations into the classroom will further enhance student engagement and comprehension. By facilitating structured discussions among peers, students will articulate their thoughts and reasoning, encouraging deeper exploration of the material.</p> <p>Through regular academic discussions, students will be prompted to ask questions, support their ideas with evidence, and respond to their classmates' viewpoints. This collaborative approach not only reinforces their understanding but also builds a classroom culture that values diverse perspectives and critical thinking.</p> <p>The expected result is increased student understanding of the material, which will significantly impact student success and performance on standardized testing. By combining aggressive monitoring with academic conversations, teachers can create a dynamic learning environment where students feel supported, engaged, and motivated to achieve their learning goals.</p> <p>Staff Responsible for Monitoring: Academic Specialist Admin Team</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The English 1 EOC performance showed that the "Approaches" level was 13% below the state average and 11% below the district average. The "Meets" level was 19% below the state average, and the "Masters" level was 10% below the state average. Root Cause: Teachers may be using instructional methods that do not effectively engage students or address diverse learning needs.</p>

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 3: Increase the percentage of students who score at Meets or above on STAAR Algebra I from 9 % to 19 % by May 2025. Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 21% to 31 % at meets or above on Algebra I by May 2025.

High Priority

Evaluation Data Sources: STAAR EOC data, MAP Data, DCA, Interim, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: To achieve the goal of increasing the percentage of students scoring at Meets or above on STAAR Algebra I from 9% to 19% and raising the percentage of Hispanic students from 21% to 31% by May 2025, we will implement a targeted instructional strategy focused on data-driven instruction and collaborative learning.</p> <p>Data-Driven Instruction: Teachers will regularly analyze student performance data to identify specific areas of need in Algebra I. This data will inform targeted interventions and instructional adjustments, allowing for differentiation based on individual student needs. Regular formative assessments will be administered to monitor progress and guide instruction.</p> <p>Collaborative Learning: Structured group work will be incorporated into lessons, enabling students to engage in collaborative problem-solving and peer teaching. This approach will leverage the strengths of diverse learners and promote a supportive learning environment.</p> <p>Professional Development: Ongoing professional development will be provided for teachers to enhance their instructional strategies and understanding of effective practices for teaching Algebra I, particularly for marginalized student groups.</p> <p>By focusing on data-driven instruction, collaborative learning, and continuous professional development, we aim to create an equitable learning environment that supports all students in achieving their Algebra I goals by May 2025.</p> <p>Strategy's Expected Result/Impact: increased Student Achievement: A significant rise in the percentage of students scoring at Meets or above on STAAR Algebra I, aiming to reach 19% overall and 31% for Hispanic students by May 2025. This increase will reflect a deeper understanding of algebraic concepts and improved problem-solving skills.</p> <p>Enhanced Student Engagement: The incorporation of collaborative learning will foster a more engaging classroom environment. Students will be more motivated to participate in discussions and activities, leading to increased time on task and better retention of concepts.</p> <p>Targeted Interventions: Regular analysis of performance data will allow for timely interventions, ensuring that students receive the support they need when they need it. This will help close the achievement gap for marginalized students and promote equity in learning outcomes.</p> <p>Improved Teacher Effectiveness: Through ongoing professional development, teachers will refine their instructional practices, leading to more effective teaching strategies tailored to the needs of their students. This enhancement will not only benefit students in Algebra I but also positively impact their overall teaching effectiveness.</p> <p>Greater Collaboration Among Students: The structured group work will promote peer interaction and collaborative problem-solving, enabling students to learn from one another and develop critical thinking skills. This will help build a classroom culture that values collaboration and diversity.</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: Irving High School's Algebra 1 performance was 18% below the state average at the "Approaches" grade level, 30% below the state average at the "Meets" grade level, and 20% below the state average at the "Masters" grade level. **Root Cause:** The Algebra 1 team lost 3 teachers by the end of the first semester and guest educators filled the vacancies until teachers were hired and other experienced teachers were given Algebra sections

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 4: Increase the percentage of students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics from 52% to 62% by May 2025.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) who meet or exceed projected MAP Math growth from 52% to 62% by May 2025."

Strategy 1 Details	Reviews			
<p>Strategy 1: To increase the percentage of students meeting or exceeding projected growth on MAP Growth Mathematics from 52% to 62% by May 2025, particularly for Hispanic students, we will focus on enhancing academic conversations and incorporating Claim-Evidence-Reasoning (CER) writing into our instruction.</p> <p>Academic Conversations will play a crucial role in promoting critical thinking and deepening students' understanding of mathematical concepts. Teachers will facilitate structured discussions, including Socratic Seminars, where students articulate their reasoning and engage with their peers' ideas. Additionally, Think-Pair-Share activities will encourage students to discuss problems with a partner before sharing their insights with the class. These collaborative approaches will help students develop their communication skills and foster a supportive learning environment.</p> <p>In parallel, we will integrate the Claim-Evidence-Reasoning (CER) framework into our mathematics instruction. This method will empower students to clearly articulate their understanding by making a Claim about their solution, providing Evidence to support their claim through calculations or data, and explaining their Reasoning to connect the evidence to relevant mathematical concepts. This structured approach not only enhances students' writing skills but also deepens their comprehension of the material.</p> <p>To ensure the effectiveness of these strategies, we will provide professional development for teachers in facilitating academic conversations and implementing the CER framework in their lessons. By creating a collaborative and reflective learning environment through these strategies, we aim to significantly boost student growth in mathematics by May 2025.</p> <p>Strategy's Expected Result/Impact: Implementing this strategy is expected to yield several positive outcomes:</p> <p>Increased Student Achievement: A rise in the percentage of students meeting or exceeding projected growth on MAP Growth Mathematics, targeting 62% by May 2025 for all students and Hispanic students.</p> <p>Enhanced Engagement: Increased student participation in class discussions and collaborative activities, leading to greater motivation and a deeper understanding of mathematical concepts.</p> <p>Improved Communication Skills: Students will develop their ability to articulate their reasoning and engage in meaningful academic discourse, enhancing their overall communication skills in mathematics.</p> <p>Stronger Writing Skills: Through the implementation of the Claim-Evidence-Reasoning framework, students will improve their ability to express their mathematical thinking in writing, reinforcing their understanding of concepts.</p> <p>Teacher Effectiveness: Enhanced instructional practices among teachers, resulting in a more supportive learning environment that promotes student success.</p> <p>Staff Responsible for Monitoring: AS Admin team Dept chairs</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 3: Irving High School's Algebra 1 performance was 18% below the state average at the "Approaches" grade level, 30% below the state average at the "Meets" grade level, and 20% below the state average at the "Masters" grade level. **Root Cause:** The Algebra 1 team lost 3 teachers by the end of the first semester and guest educators filled the vacancies until teachers were hired and other experienced teachers were given Algebra sections

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

Performance Objective 1: Irving High School will increase student body participation in at least one extracurricular or co-curricular activity from 52% to 60% by May 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through extracurricular fairs during our campus intervention time, students will be made aware of campus groups, extracurriculars, and clubs.</p> <p>Strategy's Expected Result/Impact: Student awareness of groups, clubs, and extracurriculars will result in an increase in student involvement.</p> <p>Staff Responsible for Monitoring: Club sponsors Coaches Counselors Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: By the end of the academic year, Irving HS will achieve a 15% reduction in reported incidents related to safety and security, as measured by district-wide safety reports and surveys. Additionally, increase from 68% to 90% of students and staff will report feeling safe and supported in their teaching and learning environment, as evidenced by end-of-year climate surveys.

Evaluation Data Sources: Teacher duty check-in data

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitoring compliance by having teachers check their assigned duty spot, and following up within 24 hours when staff is not in the assigned area. Communicate daily regarding coverage and create contingency plans for absent staff members to ensure coverage.</p> <p>Strategy's Expected Result/Impact: Achieve 100% of teachers checking in at their assigned duty spots, as recorded in daily compliance logs.</p> <p>Staff Responsible for Monitoring: Administration team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Only 57% of parents believe that the school takes appropriate steps to reduce and/or eliminate bullying. Root Cause: Parents may not be adequately informed about the school's anti-bullying policies, procedures, and initiatives, leading them to feel uncertain or unaware of the efforts being made.</p>

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

Performance Objective 2: Decrease the number and percentage of students who are chronically absent from 22 % to 15 % by May 2025.

Decrease the number and percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 10 to 5% by May 2025.

Evaluation Data Sources: Cognos Attendance reports
Attendance Committee Meeting Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop incentive programs for students with good and improved attendance records.</p> <p>Strategy's Expected Result/Impact: By rewarding students for good and improved attendance, the program creates a positive reinforcement system that motivates students to come to school consistently.</p> <p>Staff Responsible for Monitoring: Norma Aragon</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 4: The two demographic groups, African American and two or more races had the lowest lowest attendance for the school year 2023-2024. Root Cause: Lack of connection to the school can lead to lower attendance. Schools can enhance engagement through culturally relevant curricula and extracurricular activities that resonate with these students.</p>

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

Performance Objective 3: Decrease the percentage of in and out of school suspensions for the student group that is disproportionately referred for disciplinary action from 12 % to 6 % by May 2025.

Decrease the number of discretionary referrals for African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 12% to 6% by May 2025. "

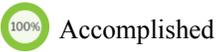
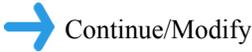
Evaluation Data Sources: Cognos Discipline referral Data
MTSS behavioral interventions plans

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

Performance Objective 1: Irving High School will demonstrate improved parental engagement by increasing the amount of All Pro Dad Chapter gatherings from 4 to 5 by May 2024.

Evaluation Data Sources: Meeting attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent outreach through social media, newsletters, school messenger, parent liaison, and community outreach.</p> <p>Strategy's Expected Result/Impact: Through a more aggressive outreach plan, parents and community members will have an increased awareness of the All Pro Dad and AP Family Night events. The expected result is an increase in attendance from event to event. The impact will be greater parent and community involvement in campus activities.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal Parent Liaison Counselors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	July


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

Performance Objective 2: Irving will demonstrate improved parental engagement by increasing advanced academic family nights from 2 to 3 by May 2024. Establish baseline attendance number and show growth at each event.

Evaluation Data Sources: Meeting attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent outreach through social media, newsletters, school messenger, and community outreach.</p> <p>Strategy's Expected Result/Impact: Through a more aggressive outreach plan, parents and community members will have an increased awareness of the All Pro Dad and AP Family Night events. The expected result is an increase in attendance from event to event. The impact will be greater parent and community involvement in campus activities.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal Parent Liaison Counselors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Irving High School will increase parental engagement by hosting a heritage celebration from 0 to 1 by May 2025.

Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Collaborate on activities to highlight and how to market the even to families and students. Strategy's Expected Result/Impact: Increase parental involvement and student extra curricular activities Staff Responsible for Monitoring: Pamila Nicholas	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: We will enhance communication with all stakeholders by providing timely, transparent, and inclusive updates on decision-making processes and school operations. Success will be measured by achieving at least a 25% increase in stakeholder engagement, as tracked through surveys, meeting attendance, and feedback forms, by the end of the school year.

Evaluation Data Sources: Survey data, feedback from the guiding coalition

Strategy 1 Details	Reviews			
<p>Strategy 1: We will conduct monthly Guiding Coalition meetings to discuss key campus operations, initiatives, and decisions, hold quarterly Campus Improvement Committee (CIC) meetings to review campus goals, progress, and improvement strategies, and organize quarterly teacher focus groups to gather feedback and insights on school initiatives and decision-making processes.</p> <p>Strategy's Expected Result/Impact: 90% of staff will report increased transparency and understanding of campus operations, initiatives, and decisions, as measured by an end-of-year survey.</p> <p>Staff Responsible for Monitoring: Administration team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: We will improve transparency with parents by providing clear and consistent communication through a monthly parent newsletter, regular social media updates, and invitations to participate in parent focus groups. The newsletter and social media posts will provide updates on school operations, events, and decision-making processes.</p> <p>Strategy's Expected Result/Impact: 90% of parents will report being well-informed about school operations, events, and decisions, as measured by an end-of-year parent survey</p> <p>Staff Responsible for Monitoring: Administrators Iris Hill Success Coach</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Only 303 parents completed the District Climate Survey. **Root Cause:** Parents may not be fully aware of the survey's existence due to inadequate communication or outreach from the school or district.

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

Performance Objective 2: Irving high school will host a family heritage night to increase family engagement by 100% from the previous year by May 2025.

Evaluation Data Sources: Attendance sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Market and communicate event to families and create booths to highlight school programs. to help increase parent awareness and participation</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and communication with parents about school events.</p> <p>Staff Responsible for Monitoring: Pamila Nicholas</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 3: There is very little parental involvement during school activities. Root Cause: Parents may feel that school events don't relate to their interests or that their involvement won't make a difference.</p>

State Compensatory

Budget for Irving High School

Total SCE Funds: \$160,613.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

At Irving High School, we are dedicated to providing the highest quality education for all our students. We recognize that some students may encounter specific challenges in their academic journeys. To support students at risk of dropping out or those who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds to enhance our regular education program. A portion of these funds, specifically \$11,613, is allocated for acquiring supplies and materials essential for enriching the learning experience. These materials are thoughtfully selected to address the unique needs of students requiring extra support, enabling us to offer additional resources and tools for their education. Additionally, we invested \$149,000 in staffing to further support our students. This includes hiring a student success coach who manages MTSS behavioral interventions, helping to prevent behavioral escalations that could lead to disciplinary incidents and lost instructional time. This proactive approach ensures students can focus on their learning and achieve success. Furthermore, we appointed an academic specialist to collaborate with our faculty in delivering targeted interventions and high-quality instruction, reinforcing our commitment to student success.

Personnel for Irving High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Iris Hill	Success Coach	1
Owen Nesbitt	Academic Specialist	1

Policies, Procedures, and Requirements

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

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

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