

Irving Independent School District



Irving High School

2025-2026 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

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 2,215 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 91.3% 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:

2025-2026 Student Data:

Total Student Count
2241 (9th - 618, 10th - 545, 11th - 567, 12th - 511)

Gender Breakdown:

47.1% Female
52.9% Male

Student Ethnicity Breakdown:

77.9% Hispanic
6.1% African American
8.3% White
1.66% Asian
5.2% American Indian
0.8% 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:

Grade Level	Year 2023-2024	Year 24-25
9	845	649

10	451	479
11	173	260
12	132	140
Total	1601	1528

From 2023-2024 to 2024-2025, overall referrals dropped 5%. The largest drops occurs within the 9th grade class. Some increase can be attributed to PEIMS code 21 for frequent tardy sweeps. This process has been reformed for the 25-26 school and should lead to a reduction in code 21 referrals.

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%

24-25 School Year - Behavior incidents

Non Distinct Count of Behavior Event ID's	Gender		Ethnicity							Econ Dis		LEP		Special Ed	
	F	M	1-Hispanic/Latino	2-American Indian/Alaska Native	3-Asian	4-African American/Black	6-White	7-Two or More Races	N	Y	N	Y	N	Y	
^	1	1	2						2		2		2		
06	4	4	8							8	3	5	6	2	
07	5	5	10							10	3	7	10		
09	368	594	764	22	4	108	60	4	108	854	295	667	887	75	
10	177	410	390	74	6	59	49	9	47	540	214	373	556	31	
11	89	249	247	19	11	43	10		29	309	160	170	320	10	
12	49	123	129	12	5	16	10		10	162	116	56	172		
Totals	693	1,386	1,550	127	26	226	137	13	196	1,883	793	1,286	1,953	126	

23-24 School Year - Behavior incidents:

Non Distinct Count of Behavior Event ID's	Gender		Ethnicity							Econ Dis		LEP		Special Ed	
	F	M	1-Hispanic/Latino	2-American Indian/Alaska Native	3-Asian	4-African American/Black	6-White	7-Two or More Races	N	Y	N	Y	N	Y	
*		1	1						1		1		1		
09	378	789	869	54	5	119	105	15	434	733	608	559	1,117	50	
10	223	362	452	14	12	60	39	8	219	366	351	234	565	20	
11	49	175	204	9		7	4		50	174	126	98	224		
12	58	113	130	1	2	17	21		167	4	167	4	171		
Totals	708	1,440	1,656	78	19	203	169	23	871	1,277	1,253	895	2,078	70	

While total referrals decreased, African American, American Indian, and Asian saw slight increases in behavior incidents. Additionally, there was an increase in the number of infractions for the LEP population as a whole from the previous years data. 9th and 10th grade LEP saw over 100 more incidents than the previous year. 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 is currently 15.3%, down from 22.4%. Students with lowest attendance is hispanic, particularly 9th grade students.

Strengths

Irving High School's attendance for the 2024-2025 school year was 93.8%. The year prior, Irving High School's attendance was 93.3%. Campus administrators have worked diligently with campus operations to implemented a clear and consistent plan for the campus attendance team. In short, the campus has 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.

The table below shows a clear positive trend.

School Year	Enrolled Quantity	Attended Quantity	Absent Quantity	Attendance %	Absence %
2017	425,132.0	394,224.50	30,907.50	92.7%	7.3%
2018	435,401.5	408,180.50	27,221.00	93.7%	6.3%
2019	448,763.5	417,883.50	30,880.00	93.1%	6.9%
2020	461,098.0	437,139.00	23,959.00	94.8%	5.2%
2021	452,785.0	431,447.00	21,338.00	95.3%	4.7%
2022	450,173.0	374,441.00	75,732.00	83.2%	16.8%
2023	427,333.0	383,594.00	43,739.00	89.8%	10.2%
2024	419,984.0	391,845.00	28,139.00	93.3%	6.7%
2025	408,964.0	383,641.00	25,323.00	93.8%	6.2%
2026	48,802.0	46,466.00	2,336.00	95.2%	4.8%
Summary	3,978,436.0	3,668,861.50	309,574.50	92.2%	7.8%

Absenteeism by sub populations during the 24-25 school year: American Indian students had the lowest attendance rate for each grade level.

24-25 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	93.3%	93.5%	93.5%	94.2%	98.4%	91.0%		93.2%	93.1%	83.9%	93.9%	94.0%	93.1%	93.4%	94.0%
10	94.5%	94.4%	94.3%	95.4%	96.0%	92.4%		95.2%	95.2%	87.3%	94.7%	94.5%	94.4%	94.4%	95.1%
11	93.2%	93.8%	93.4%	93.1%	96.5%	95.3%		93.4%	100.0%	84.6%	93.7%	94.0%	93.0%	93.4%	95.1%
12	93.8%	93.9%	94.0%	89.8%	95.4%	92.4%	96.8%	93.9%	93.9%	82.0%	94.0%	93.8%	93.9%	93.9%	85.2%

23-24 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%	86.4%	94.4%	92.1%	93.5%	92.7%	94.3%
10	93.0%	93.7%	93.3%	94.4%	93.0%	91.5%		94.4%	86.5%	88.0%	94.3%	92.8%	94.1%	93.2%	95.4%
11	93.3%	94.3%	93.9%	93.7%	96.3%	90.6%		94.5%	93.7%	88.2%	94.5%	93.7%	94.1%	93.8%	94.7%
12	93.2%	93.6%	93.6%	93.2%	93.4%	93.4%	97.9%	90.2%		93.5%	90.3%	93.5%	90.1%	93.4%	

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		Root Cause
1 ★	9th-grade EB students have high discipline rates.	Cultural/language barriers; inconsistent behavior expectations

★ = Priority

Student Learning

Summary

EOC Results - 2024 vs 2025

English 1

Year	Approaches	Meets	Masters
2025	49%	27%	2%
2024	49%	29%	3%
Difference	0	-2%	-1%

English 2

Year	Approaches	Meets	Masters
2025	55%	35%	1%
2024	61%	37%	1%
Difference	-6%	-2%	0

Algebra 1

Year	Approaches	Meets	Masters
2025	58%	18%	8%
2024	67%	15%	4%
Difference	-9%	+3%	+4%

Biology

Year	Approaches	Meets	Masters
2025	88	45	7
2024	89	36	6
Difference	-1%	+9%	+1%

US History

Year	Approaches	Meets	Masters
2025	89	55	28
2024	93	57	24
Difference	-4%	-2%	+4%

AP Qualifying Scores

Department	2024 Qualifying Scores	2025 Qualifying Scores
Math	32	52
Science	39	64
English	58	113
Social Studies	279	237
LOTE	157	185

Computer Science	13	9
Total	596	676

Qualifying Scores increased by 14%. Spanish Language increased by 18%. English increased by 95%. Science increased by 64%. Math increased by 63%.

TSI and CCMR

Test	2024	2025
TSI (seniors RLA and Math met)	12%	16%
CCMR	98.3	98.7

Domain 3

Component	Points Earned	Points Possible	Score	Weight	Weighted Points
Academic Achievement	3	32	9.4	50.0	4.7
Growth or Graduation: Chosen Component (Federal Graduation Status)	12	16	75.0	10.0	7.5
English Language Proficiency	4	4	100.0	10.0	10.0
School Quality or Student Success: Chosen Component (CCMR)	16	16	100.0	30.0	30.0
Closing the Gaps Domain Raw Score					52
Closing the Gaps Domain Scale Score					73
Closing the Gaps Domain Letter Score					C

TELPAS performance increased from the pervious year and earned 4 out of 4 points. CCMR earned 16 out of 16 point.

Strengths

The 2024-2025 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 number of students earning a qualifying score on their AP exam rose from 596 to 676. In particular, AP Science increased qualifying scores from 39 to 64. Environmental Science, specifically, increased from 19 to 36 qualifying scores. Physics 2 and C increased from 0 to 8 qualifying scores. AP Math saw an increase in qualifying scores from 32 to 52. Lastly, Spanish language saw an increase in qualifying scores from 150 to 171.

The College, Career, and Military Readiness (CCMR) metric improved dramatically, increasing from 61 in 2023 to 94.2 in 2024 and then increased again to 95.1, 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	Root Cause
1★ STAAR English scores declined despite MAP growth.	Misalignment between formative assessment and STAAR rigor.
2★ STAAR EOC Math scores did not increase at the same rate of NWEA map projections.	Misalignment between CFA assessments and STAAR rigot
3★ Despite rising high school graduation rates and inflated GPAs, many students enter higher education unprepared for college-level coursework, leading to high rates of college remediation, lower retention, and significant dropout rates	Variations in high school curricula can create significant disparities in the academic preparation of students entering college. Some schools may not offer the advanced coursework or have high enough academic expectations to adequately prepare all graduates.

★ = Priority

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). PLT 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 PLT 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 bimonthly to help make decisions and provide feedback about teacher concerns as well as campus initiatives. The guiding coalition is comprised of administrators, academic specialists, success coach, EB coach and department chairs from each department. Each PLT also has a team lead that help guide the PLT process. Every Wednesdays, the administrative team meets with the instructional team (Academic specialists, EB specialist, and success coach) and they review the PLT process, walkthrough data, and performance data. Every Monday, the instructional team meets to review school processes, review counseling updates, and discuss testing. 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 PLTs, 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.

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	Root Cause
1 ★ Dropout rate increased to 7%	Lack of early interventions and engagement for at-risk students

★ = Priority

Perceptions

Summary

Attendance

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%	86.4%	94.4%	92.1%	93.5%	92.7%	94.3%
10	93.0%	93.7%	93.3%	94.4%	93.0%	91.5%		94.4%	86.5%	88.0%	94.3%	92.8%	94.1%	93.2%	95.4%
11	93.3%	94.3%	93.9%	93.7%	96.3%	90.6%		94.5%	93.7%	88.2%	94.5%	93.7%	94.1%	93.8%	94.7%
12	93.2%	93.6%	93.6%	93.2%	93.4%	93.4%	97.9%	90.2%		93.5%	90.3%	93.5%	90.1%	93.4%	

The Irving High attendance rate continues to improve. 23-24 attendance was 93.3. 24-25 attendance was 93.7.

Climate survey data shows a steady increase in parent perception of school safety. Additionally, parent sentiment concerning teachers and support continues to be positive. The area that is lacking is communication concerning what students are learning and opportunities to help at school. As a campus, we've elected to address both through: monthly parent newsletter, coffee with the principal, bimonthly parent workshop and volunteer session through our parent liaison.

Surveys are conducted every six weeks seeking input from staff concerning campus culture, instructional priorities and areas of need, and how the instructional team can best serve each department. This data is used to build mini-pd sessions.

The principal hosts a monthly Coffee with the Principal. This meeting is geared toward student leadership and with the community at large. This meeting is designed to allow students to share ideas about campus culture and initiatives. Parents are invited to participate as well.

The campus shares a monthly parent newsletter. This newsletter celebrates student accomplishments, offers links and reminders.

CIC meetings are held twice each semester. These meetings included 2 parents and a community member. Meetings were held in October, December, February and April. 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 2024-2025, teachers have common PLTs 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.

Strengths

There has been an increase in the overall attendance rate for the school year 2024-2025. Each ethnicity student group also shows an improvement in the attendance rate.

In reviewing the 2024-2025 discipline data, the number of students sent to DAEP has decreased to 38 students. This was down from 68 the previous year.

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.

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	Root Cause
1 ★ Low staff retention, 71%, impacting continuity and student support.	Insufficient onboarding/mentoring and workload stress.
2 ★ Only 57% of parens believe that the school takes appropriate steps to reduce and/or eliminate bullying.	Parents may not be informed about the schools procedures and initiatives leading them to feel uncertain or anaware of the efforts to monitor the school.
3 ★ Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.	School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.
4 ★ Students and teachers are limited in their ability to fully engage in 21st-century learning experiences because existing facilities and classroom designs do not adequately support collaboration, technology integration, and flexible instructional approaches.	Current facilities and classroom designs were built for traditional, teacher-centered instruction and do not fully support collaborative, technology-rich, flexible learning environments that prepare students for college, career, and life readiness.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

9th-grade EB students have high discipline rates.

Cultural/language barriers; inconsistent behavior expectations

2
★

STAAR English scores declined despite MAP growth.

Misalignment between formative assessment and STAAR rigor.

3
★

Dropout rate increased to 7%

Lack of early interventions and engagement for at-risk students

4
★

Low staff retention, 71%, impacting continuity and student support.

Insufficient onboarding/mentoring and workload stress.

5
★

STAAR EOC Math scores did not increase at the same rate of NWEA map projections.

Misalignment between CFA assessments and STAAR rigot

6
★

Despite rising high school graduation rates and inflated GPAs, many students enter higher education unprepared for college-level coursework, leading to high rates of college remediation, lower retention, and significant dropout rates

Variations in high school curricula can create significant disparities in the academic preparation of students entering college. Some schools may not offer the advanced coursework or have high enough academic expectations to adequately prepare all graduates.

7
★

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

Parents may not be informed about the school's procedures and initiatives leading them to feel uncertain or unaware of the efforts to monitor the school.

8
★

Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.

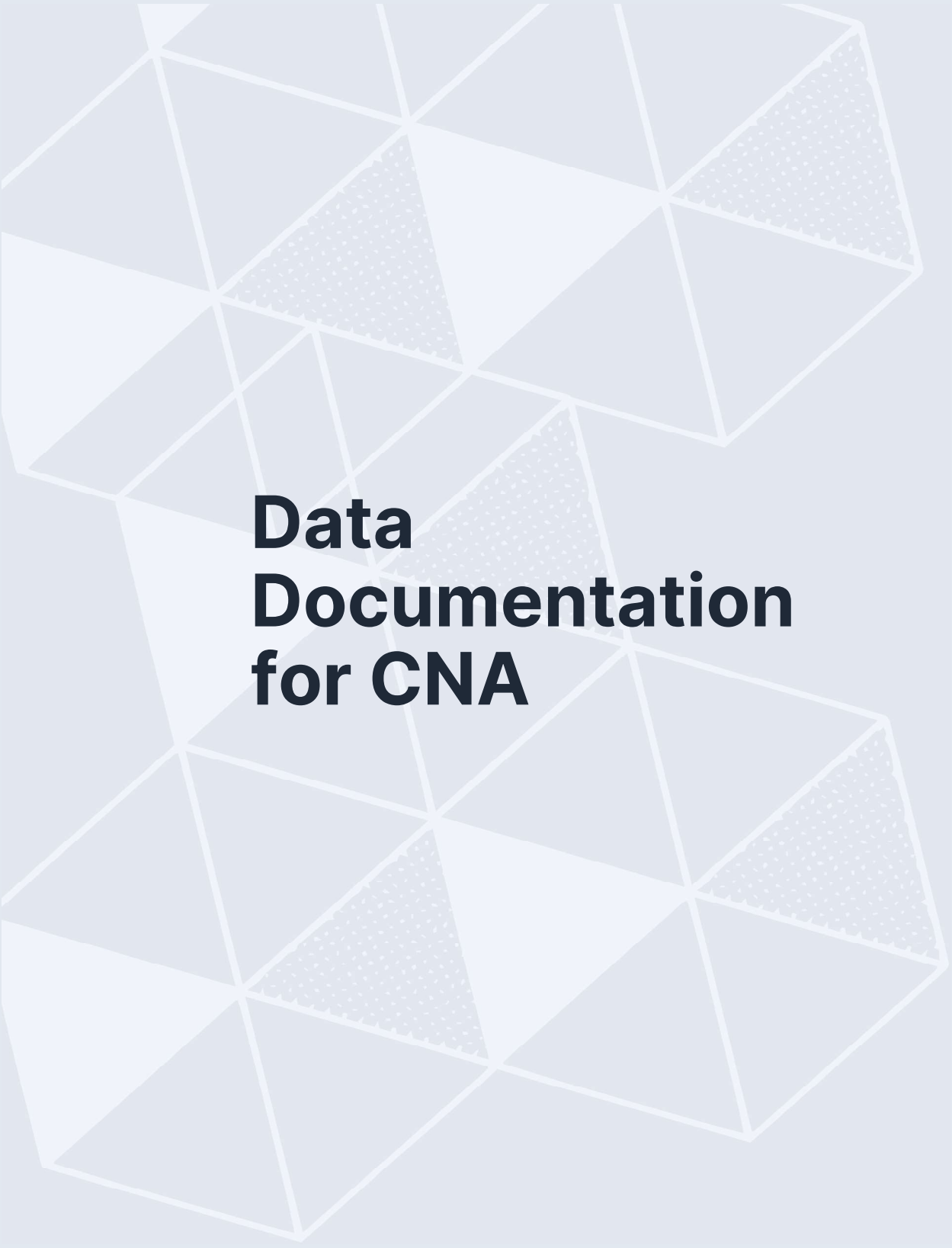
School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.

9
★

Students and teachers are limited in their ability to fully engage in 21st-century learning experiences because existing facilities and classroom designs do not adequately support collaboration, technology integration, and flexible instructional approaches.

Current facilities and classroom designs were built for traditional, teacher-centered instruction and do not fully support collaborative, technology-rich, flexible learning environments that prepare students for college, career, and life readiness.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ 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
- ☒ 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
- ☒ Action research results



Goals

Goal 1

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

Performance Objective 1 High Priority

Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 38 % to 44 % by May 2026.

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 31% to 47% at meets or above on the English I & II by May 2026.

Evaluation Data Source: EOC DATA, TAPR Report, MAP Data, CFA Data

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Align all teacher-created assessments (unit tests, benchmarks, and common assessments) with STAAR rigor by incorporating STAAR-aligned item types (multi-select, hot spot, evidence-based, constructed response) and ensuring alignment with TEKS and STAAR blueprints. Teachers will collaboratively review and adjust assessments in PLCs to mirror STAAR question formats and reporting categories.

Strategy's Expected Result/Impact: STAAR results will reflect overall growth, with measurable increases in Approaches, Meets, and Masters levels across all tested content areas.

Staff Responsible for Monitoring: Assistant principals

Team leads

Teachers

Problem Statements: Student Learning 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Strategy 2

Implement data-driven instruction (DDI) after each CFA/benchmark; targeted reteach days. Reteach will be planned and calendared out in the IPCs.

Strategy's Expected Result/Impact: Intentional intervention will be provided to specific student groups.

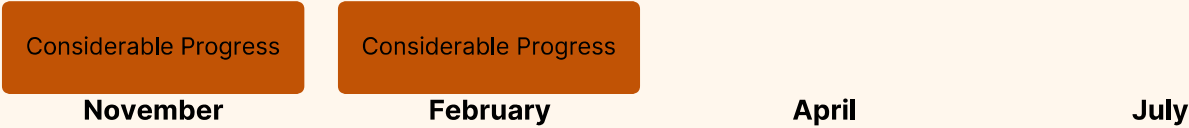
Staff Responsible for Monitoring: APs
EB coach
Academic Specialist
Content leads
Teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR English scores declined despite MAP growth.	Misalignment between formative assessment and STAAR rigor.

Performance Objective 2 **High Priority**

Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 46% to 56 % by May 2026.
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 2026.

Evaluation Data Source: MAP DATA

Summative Evaluation: Met Performance Objective

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.

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.

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.

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.

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.

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.

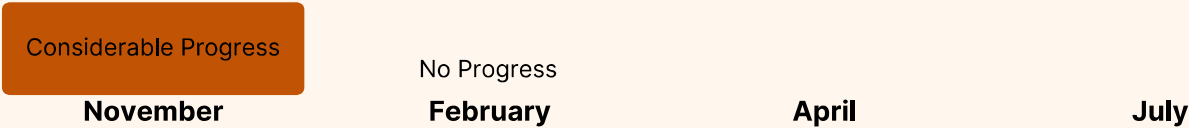
Staff Responsible for Monitoring: Academic Specialist
Admin Team

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 STAAR English scores declined despite MAP growth.	Misalignment between formative assessment and STAAR rigor.

Performance Objective 3 **High Priority**

Increase the percentage of students who score at Meets or above on STAAR Algebra I from 9 % to 19 % by May 2026. 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 2026.

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

Summative Evaluation: Some progress made toward meeting Performance Objective

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Staff Responsible for Monitoring: Norma Aragon

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Some Progress

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

STAAR EOC Math scores did not increase at the same rate of NWEA map projections.

Misalignment between CFA assessments and STAAR rigot

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 2026.

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 2026."

Evaluation Data Source: Meeting Agendas

Data Dive meetings

Aware data

NWEA reports

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

To increase the percentage of students meeting or exceeding projected growth on MAP Growth Mathematics from 52% to 62% by May 2026, particularly for Hispanic students, we will focus on enhancing academic conversations and incorporating Claim-Evidence-Reasoning (CER) writing into our instruction.

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.

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.

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 2026.

Strategy's Expected Result/Impact: Implementing this strategy is expected to yield several positive outcomes:

Increased Student Achievement: A rise in the percentage of students meeting or exceeding projected growth on MAP Growth Mathematics, targeting 62% by May 2026 for all students and Hispanic students.

Enhanced Engagement: Increased student participation in class discussions and collaborative activities, leading to greater motivation and a deeper understanding of mathematical concepts.

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.

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.

Teacher Effectiveness: Enhanced instructional practices among teachers, resulting in a more supportive learning environment that promotes student success.

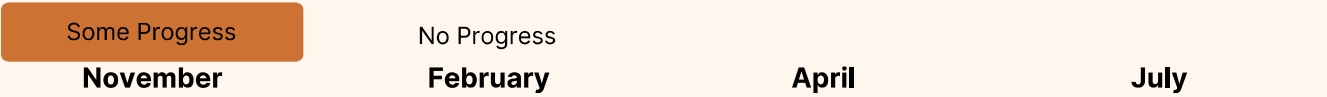
Staff Responsible for Monitoring: AS
Admin team
Dept chairs
EB coach
Teacher leads

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	STAAR EOC Math scores did not increase at the same rate of NWEA map projections.	Misalignment between CFA assessments and STAAR rigot

Performance Objective 5

Increase the percentage of students attaining TSI frm 13% to 30% by May 2026. Increase the percentage of Hispanic students(the students groups that is most marginalized by instruction on our campus meeting TSI from 20% to 30% by May 2026

Strategy 1

Ensure all juniors test by spring; implement after-school bootcamps.

Strategy's Expected Result/Impact: The boot camps will better prepare the students prior to the testing and will target the correct groups of students.

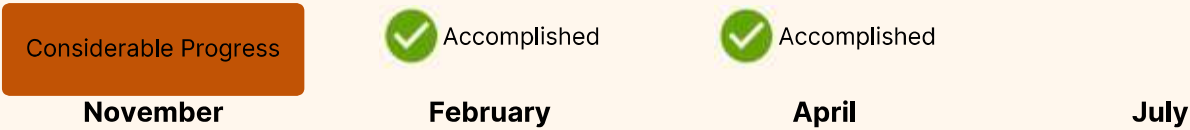
Staff Responsible for Monitoring: AP
Testing coordinator
Counselors
Eng 3 teachers
Math lead teachers

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Despite rising high school graduation rates and inflated GPAs, many students enter higher education unprepared for college-level coursework, leading to high rates of college remediation, lower retention, and significant dropout rates	Variations in high school curricula can create significant disparities in the academic preparation of students entering college. Some schools may not offer the advanced coursework or have high enough academic expectations to adequately prepare all graduates.

Goal 2

In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1

Provide facilities and learning spaces that align with innovative, student-centered instructional practices and integrate technology, collaboration, and flexibility by the end of the school year.

Evaluation Data Source: Walk-throughs, Student and teacher surveys

Strategy 1

Redesign and upgrade facilities to include flexible, technology-rich, and collaborative learning spaces.

Incorporate student and teacher feedback in facility planning to ensure spaces meet instructional and engagement needs.

Prioritize equity in facility updates so that all campuses and students have access to modern learning environments.

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Formative Reviews

No Progress

November

Some Progress

February

April

July

Strategy 2

Redesign and upgrade facilities to include flexible, technology-rich, and collaborative learning spaces.

Incorporate student and teacher feedback in facility planning to ensure spaces meet instructional and engagement needs.

Prioritize equity in facility updates so that all campuses and students have access to modern learning environments.

Strategy's Expected Result/Impact: Students and teachers will have access to modern, flexible, and technology-rich facilities that foster collaboration, innovation, and engagement. Instruction will shift toward more student-centered approaches, resulting in increased student engagement, improved instructional practices, and equitable access to high-quality learning environments across the district.

Staff Responsible for Monitoring: Chief of Operations / Facilities Department - oversee design, construction, and renovation work.

Chief Technology Officer / Technology Department - ensure integration of technology infrastructure and tools.

Campus Principals - monitor implementation and effective use of upgraded facilities at the school level.

Assistant Principals / Instructional Coaches - conduct walkthroughs and gather data on instructional use of spaces.

Teaching & Learning Department - align facility usage with instructional vision and provide PD support

Problem Statements: Perceptions 4

Formative Reviews



Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Students and teachers are limited in their ability to fully engage in 21st-century learning experiences because existing facilities and classroom designs do not adequately support collaboration, technology integration, and flexible instructional approaches.	Current facilities and classroom designs were built for traditional, teacher-centered instruction and do not fully support collaborative, technology-rich, flexible learning environments that prepare students for college, career, and life readiness.

Goal 3

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

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 2026

Evaluation Data Source: Meeting Attendance

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Parent outreach through social media, newsletters, school messenger, parent liaison, and community outreach

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.

Staff Responsible for Monitoring: AP Garcia
Parent Liaison

Problem Statements: Perceptions 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.

School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.

Performance Objective 2

Irving will demonstrate improved parental engagement by increasing advanced academic family nights from 2 to 3 by May 2026. Establish baseline attendance number and show growth at each event.

Evaluation Data Source: Meeting attendance sign in sheets

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Parent outreach through social media, newsletters, school messenger, and community outreach.

Strategy's Expected Result/Impact: Through a more aggressive outreach plan, parents and community members will have an increased awareness or 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.

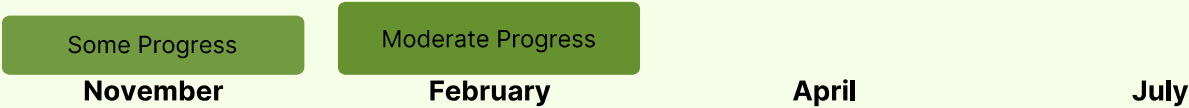
Staff Responsible for Monitoring: APs
AP teachers
Parent Liaison
Counselors

Problem Statements: Perceptions 3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.	School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.

Performance Objective 3

Irving High School will increase parental engagement by hosting a heritage celebration from 2 to 3 by May 2026

Evaluation Data Source: Increase parental involvement and student extra curricular activities

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

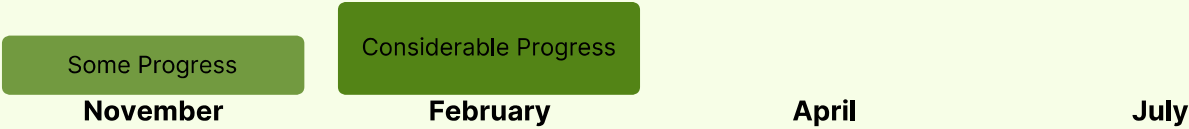
Staff Responsible for Monitoring: AP Pam Nicholas
Teachers
Parent liaison

Problem Statements: Perceptions 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Despite Irving's diversity and the potential benefits of strong family-school-community partnerships, parent and community engagement remains low.	School and city leaders have not consistently engaged parents and community members as experts or valuable partners, leading to a lack of meaningful opportunities for involvement.



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Align all teacher-created assessments (unit tests, benchmarks, and common assessments) with STAAR rigor by incorporating STAAR-aligned item types (multi-select, hot spot, evidence-based, constructed response) and ensuring alignment with TEKS and STAAR blueprints. Teachers will collaboratively review and adjust assessments in PLCs to mirror STAAR question formats and reporting categories.



State Compensatory Education

State Compensatory

Budget for Irving High School

Total SCE Funds: \$160,613.00

Total FTEs Funded by SCE: 0

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 student 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 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.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/16/2025	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	10/16/2025	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/16/2025	Dorian Galindo	10/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	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
Pregnancy Related Services	Director of At-Risk and Responsive Services	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
Retaining 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
Technology Integration	Director of STEM and Innovation	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
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024

