

Irving Independent School District



MacArthur High School

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to provide an equitable, collaborative, student-centered learning environment for all.

Vision

MacArthur High School will produce learners that are college, career, and military-ready to excel in a global society.

Collective Commitments

Focus on Learning

We commit to ensuring a focus on learning so that administration and instructional staff are provided access, training, and support on best practices to increase competence in a measurable skill.

We commit to modeling and supporting instructional staff in identifying, unpacking, and prioritizing essential standards for each subject area.

Building a Collaborative - Culture

We commit to co-laboring to model interdependence for our staff, so we can function as a high performing team.

We commit to co-laboring so that individual strengths can be leveraged toward collective goals.

Being Results - Focused

We commit to learning, collecting evidence, and taking action on results.

We commit to utilizing data processes to ensure all staff are equipped with knowledge and skills for CCMR across all departments.

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Comprehensive Needs Assessment

Demographics

Summary

MacArthur High School, established in 1963, is a diversity-rich campus with faculty, staff, and students representing a wide range of backgrounds, cultures, and experiences. As an open-enrollment school serving grades 9 through 12, MacArthur provides opportunities for all students to pursue their postsecondary goals and prepares them to be college, career, or military ready to excel in a global society.

The school community is deeply rooted in tradition, with many teachers who are MacArthur alumni returning to give back. Multi-generational families continue to attend the school, and new families are welcomed each year. Strong community partnerships also enhance the student experience, with local churches, large corporations, and small businesses collaborating to support academic and extracurricular programs. These partnerships provide mentorship, resources, and real-world connections for students, while also fostering long-standing ties with the community.

MacArthur students benefit from a wide range of academic and extracurricular opportunities designed to meet diverse needs and talents. The school offers numerous Career and Technical Education pathways such as Culinary Arts, Education, Architecture, Construction, Electricity, and SOBE, giving students hands-on experiences and access to internships. Fine Arts programs, including Art, Theatre, Band, Choir, Orchestra, and Dance, are highly respected and provide students with opportunities to compete and showcase their talents at city, regional, and state levels. In addition, students have access to rigorous coursework through Advanced Placement and dual credit programs, preparing them for the demands of higher education.

With its strong sense of tradition, dedicated educators, supportive families, and active community partners, MacArthur High School provides a welcoming and dynamic environment where students are challenged to grow, thrive, and pursue their aspirations beyond high school.

Ethnic Background

Hispanic/Latino - 1,566 - 67.97%

African American - 429 - 18.62%

White-158 - 6.86%

Asian- 77 - 3.34%

American Indian-Alaskan Native- 31 -1.35%

2 or more - 40 - 1.74%

Student Programs

Emergent Bilingual - 975 - 42.32%

English as a Second Language - 836 - 36.28%

Gifted and Talented - 284 - 12.33%

SPED - 200 - 8.68%

504 - 161- 6.99%

Dyslexia - 150 - 6.51%

Student Indicators

At Risk - 1,694 - 73.52%

Immigrant - 234 - 10.16%

Attendance

93.20%-beneath the yearly goal of 95%

Teacher Experience

1-4 Years - 21%

5-10 Years - 23%

11-15 Years - 8%

16-20 Years - 5%

Over 20 Years - 3%

Discipline 2025

Our disproportionality rate for African American students for discretionary DAEP placement rate is 414% up from 378% in 2024.

African American - 26.38%

Hispanics- 18.10%

White- 10.80%

Violation of Student Code of Conduct = 1004

Under Influence / Possession of THC, Marijuana, or other Controlled Substance = 131

Mutual Fight = 153

E-Cigarettes = 101

Assault = 202

Drop-Out Rate

1.1%

Strengths

1. Diverse and Inclusive Culture

- **MacArthur is a richly diverse campus with over 68% Hispanic/Latino and 19% African American student populations.**
- **42.32% of students are Emergent Bilinguals, reflecting the campus's multilingual, multicultural environment.**
- **A strong legacy of multi-generational attendance and alumni returning as educators fosters a family-oriented, community-driven culture.**

2. Robust Academic and Career Pathways

- 649 students are enrolled in AP courses; 204 in dual credit, showing high aspirations for post-secondary readiness.
- The CTE program offers well-aligned career paths in Culinary Arts, Education, Architecture, Construction, and Electricity, with active internships and community partner engagement.

3. Fine Arts and Extracurricular Excellence

- Strong programs in Band, Choir, Theatre, Art, and Dance, with competitive participation at city, regional, and state levels.
- These programs are culturally embedded and widely supported by families and the community.

4. College, Career, and Military Readiness (CCMR)

- 92% of seniors met CCMR indicators, and the graduation rate is 92%—a strong indicator of post-secondary preparation.

5. Improving Attendance

- Attendance has trended upward toward the district's 95% goal, with notable improvements across all grades compared to the prior year.

7. Stakeholder Engagement

- Families, alumni, businesses, and churches are authentically engaged via the Campus Improvement Committee, mentorship programs, and feedback channels.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ The immigrant student population has increased to 10.16% , and Emergent Bilingual (EB) students now make up 42.32% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.	There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/ immigrant learners.
2 ★ STAAR SCR/ECR writing scores in English I and II are significantly below district and state levels.	Inconsistent writing instruction campus-wide and lack of cross-curricular writing practices.
3 ★ The average daily attendance (ADA) rate was 93.20%, falling short of the district goal of 95%.	Limited use of relationship-building, SEL programming, and consistent re-engagement strategies.
4 ★ African American students face a 414% discretionary DAEP placement rate, indicating disciplinary disproportionality.	Lack of consistent Tier 1 behavior expectations and cultural responsiveness in discipline protocols.

★ = Priority

Student Learning

Summary

STAAR Data

- Alg. I STAAR summary - 44% approaches, 14% meets, 4% masters - All sub-pops were below district average. From 2023-2024, there are losses at approaches, meets, and masters performance levels.
- Eng. I STAAR summary - 40% approaches, 24% meets, and 2% masters - All sub-pops were below district average. From 23-24, there were losses at meets and masters performance levels. Approaches increased by 2%
- Eng. II STAAR summary - 48% approaches, 35% meets, 2% masters - The African American sub-pop showed improvement. From 23-24, there were losses at approaches, meets, and masters performance levels.
- Biology STAAR summary - 78% approaches, 35% meets, 26% masters - From 23-24, there were losses at approaches, meets, and masters performance levels.

Our campus under performed on the STAAR writing SCRs and ECRs at both the district and state level in RLA.

TELPAS

Composite 1=11%, 2=33%, 3=39%, 4=17%.

- Reading: 1=19%, 2=43%, 3=22%, 4=15%
- Writing: 1=37%, 2=33%, 3=%, 4=5%
- Listening: 1=24%, 2=23%, 3=35%, 4=17%
- Speaking: 1=41%, 2=20%, 3=31%, 4=7%

AP Enrollment

- AP scores reflect students are consistently below the state and falling in the range 2s and 3s. Scores of 4s and 5s are minimal.
- AP Met: 14%

CCMR Data

- Class of 2025 CCMR Met Rate-92%
- Entire Campus
 - TSIA2 RLA Met (any criteria): 29%
 - TSIA2 Math Met (any criteria): 26%
 - TSIA2 Met Both (any criteria): 22%

MAP Data

Math MAP

- 9th grade MAP showed some growth. BOY mean RIT Score was 216.1, and EOY mean RIT Score was 223.4.
- 10th grade MAP showed some growth. BOY mean RIT score was 220.2, and EOY mean RIT score was 232.7.

RLA MAP

- 9th grade MAP showed some growth. BOY mean RIT Score was 206.6, and EOY mean RIT Score was 211.3.
- 10th grade MAP showed some growth. BOY mean RIT score was 213.3. and EOY mean RIT score was 218.0.

Domain 2 Data

Growth

- English
 - White students showed a 3% growth from 2024 to 2025.

Regression

- Algebra I and English
 - 42% of students did not show annual growth. (593 students out of 1,399)

Domain 3 Data

- Growth
 - RLA
 - The campus met academic achievement on sub-populations White and African American.
- Regression
 - Algebra I
 - The campus did not meet academic achievement on any sub-populations.
 - RLA
 - The campus did not meet academic achievement on sub-populations Hispanic, Asian, EB, and ED students.

Strengths

1. Academic and Postsecondary Readiness

- **CCMR Rate: 92% of students met at least one College, Career, or Military Readiness indicator, reflecting strong preparation for life after high school.**

2. Student Growth

- **MAP Math Growth:**
 - 10th grade: 48% met growth targets.
 - 9th grade: 48% met growth targets.
- **MAP Math Growth:**
 - 10th grade: 49% met growth targets.
 - 9th grade: 43% met growth targets.
- **These results are notable, especially given the high percentage of At-Risk and EB students.**

3. Demographic and Cultural Assets

- **MacArthur is described as “diversity rich”, with a deeply rooted community culture and multiple generations attending the school.**
- **Strong community partnerships with local businesses and churches provide mentoring, internships, and support services.**
- **CTE offerings and Fine Arts programs are robust, with students actively participating in competitions and hands-on learning.**

4. Instructional and Staff Stability

- **Many educators are veteran teachers, including alumni who have returned to serve. Some have taught for over 25 years, creating a stable, family-like school culture.**

These strengths position MacArthur High School as a community-centered, culturally grounded, and college/ career-ready institution, despite ongoing challenges in some academic domains.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Students across core content areas - particularly English I, English II, and Algebra I - are not meeting expected academic standards, with low Meets and Masters percentages.	Lessons frequently emphasize "approaches-level" comprehension rather than pushing students toward higher-order skills required for Meets and Masters.
2★	Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.	With 61% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.
3★	Writing instruction is underdeveloped, with ECR performance dropping across English I and II, and minimal progress in MAP reading growth.	Writing expectations in RLA (SCR/ECR) are not consistently aligned with college readiness rigor, as reflected in below-average scores on extended responses.
4★	Despite strong AP and dual credit participation, scores on TSIA2 and AP exams are below college-readiness benchmarks.	While PLTs exist, there is limited evidence that formative assessment data (MAP, benchmarks, STAAR item analysis) is used consistently to adjust instruction and target subgroup needs.

★ = Priority

School Processes & Programs

Summary

Our district is committed to delivering a comprehensive and robust curriculum that ensures all students receive a high-quality education. We have implemented a campus-wide instructional focus that emphasizes the use of research-based instructional practices. These practices are carefully selected to align with the diverse learning needs of our students, ensuring that each child has the opportunity to succeed academically. By prioritizing evidence-based strategies, we are able to create an engaging and effective learning environment that supports student achievement and growth.

Strengths

1. Strong Teacher Support and Retention

- a. Over 35% of teachers have more than 10 years of experience, supporting instructional consistency.
- b. The Cardinal Teacher Academy offers mentoring, coaching, and affirmations for new and returning staff.
- c. Some teachers have 30+ years of service, reinforcing school culture and legacy.

2. Collaborative Leadership and Instructional Practices

- a. Embedded PLT time for core areas ensures targeted instructional planning.
- b. Walkthroughs like “Walkthrough Wednesdays” support instructional leadership and celebrate high-performing teachers.

3. College, Career, and Military Readiness (CCMR)

- a. 92% of seniors met CCMR criteria—one of the campus’s top academic accomplishments.

4. Advanced Coursework and Participation

- a. Students participate in a wide range of AP exams, with strong performance in Calculus BC (Mean Score: 3.5) and **Computer Science A (18 test-takers in 2024).

5. MAP Growth

- a. Students showed growth in both math and reading MAP scores.

6. Robust CTE and Fine Arts Programs

- a. CTE pathways such as Culinary Arts, Construction, and Education offer real-world experience and competitions.
- b. Fine Arts is a standout with competitive Band, Choir, Dance, and Theater programs.

7. Community Engagement

- a. Strong community ties with alumni returning as staff and support from local churches and businesses.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I).	Tier one instruction is not consistent in all classes.
2 ★ There is a decline in TELPAS Reading and Speaking among Emergent Bilinguals.	Tier one instruction has not consistently provided time for speaking and listening.
3 ★ Disproportionate discipline for African American Students (DAEP = 414%)	Lack of consistent tier one behavior expectations and cultural responsiveness in discipline protocols.

★ = Priority

Perceptions

Summary

The recent climate survey has provided us with valuable insights into the perceptions and experiences of our school community. From the parent feedback, it is evident that just over half of our parents feel they are receiving adequate information on how to assist their children at home. This indicates a need for us to enhance our communication strategies and provide more comprehensive resources and guidance to support parents in their crucial role in their children's education.

In terms of teacher feedback, it is encouraging to note that 61% of our teachers look forward to coming to work. This positive sentiment reflects a generally supportive and engaging work environment. However, it also suggests that there is room for improvement in fostering an even more motivating and fulfilling atmosphere for our educators. We must continue to explore ways to enhance job satisfaction and professional growth opportunities for our dedicated teaching staff.

Strengths

1. Diversity and Community Culture

- MacArthur is “diversity rich,” serving students and staff from a broad range of backgrounds and experiences, enhancing cultural understanding and real-world preparation.
- Strong multi-generational community ties, with some teachers being alumni and multiple generations of families attending the school.
- Active and supportive partnerships with community churches and businesses, which provide mentorships, job experiences, and various in-kind supports.

2. Fine Arts and CTE Excellence

- MacArthur offers robust Career and Technical Education (CTE) and Fine Arts programs. Students participate in Culinary Arts, Architecture, Education, Dance, Band, Choir, and more, frequently competing at regional and state levels.

3. Advanced Coursework Opportunities

- The campus provides AP, GT, and dual credit programs, with a notable number of students accessing and completing advanced coursework.
- While some AP scores are low, there are subjects (e.g., Calculus BC, 3D Art) where students achieved high performance.

4. Improvement in Attendance (with caveats)

- Attendance rates have improved over the last three years. Although the overall ADA (93.2%) still falls short of the district goal, there has been progress, particularly compared to prior years.

5. Strong Educator Stability

- Many educators have long tenure at MacArthur, with a portion having taught for 20+ years. This continuity supports the school's cultural identity and instructional consistency.

6. Academic Bright Spots

- Growth in some AP course scores (e.g., Chemistry, Drawing, Calculus AB) and improvements in Math MAP scores from Fall to Spring for Grades 9–10.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Students are not performing at a meets or higher level STAAR/EOC and TSIA2 writing items.	Inconsistent and insufficient writing instruction across contents.
2 ★ There has been a lack of TELPAS Growth and Support for Emergent Bilinguals.	Insufficient academic language scaffolding in core instruction.
3 ★ Chronic absenteeism (ADA 93.2%) is an issue.	Gaps in SEL implementation and weak Tier 1 classroom engagement exist.
4 ★ Discipline disparities exist between the various sub-populations.	There tends to be very little culturally responsive discipline and behavior systems in place.
5 ★ Low student performance for newcomer and immigrant students.	Lack of targeted academic and SEL supports for newcomers and immigrant students.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The immigrant student population has increased to 10.16% , and Emergent Bilingual (EB) students now make up 42.32% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.

There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/ immigrant learners.

2
★

STAAR SCR/ECR writing scores in English I and II are significantly below district and state levels.

Inconsistent writing instruction campus-wide and lack of cross-curricular writing practices.

3
★

The average daily attendance (ADA) rate was 93.20%, falling short of the district goal of 95%.

Limited use of relationship-building, SEL programming, and consistent re-engagement strategies.

4
★

African American students face a 414% discretionary DAEP placement rate, indicating disciplinary disproportionality.

Lack of consistent Tier 1 behavior expectations and cultural responsiveness in discipline protocols.

5
★

Students across core content areas - particularly English I, English II, and Algebra I - are not meeting expected academic standards, with low Meets and Masters percentages.

Lessons frequently emphasize "approaches-level" comprehension rather than pushing students toward higher-order skills required for Meets and Masters.

6
★

Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.

With 61% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.

7
★

Writing instruction is underdeveloped, with ECR performance dropping across English I and II, and minimal progress in MAP reading growth.

Writing expectations in RLA (SCR/ECR) are not consistently aligned with college readiness rigor, as reflected in below-average scores on extended responses.

8
★

Despite strong AP and dual credit participation, scores on TSIA2 and AP exams are below college-readiness benchmarks.

While PLTs exist, there is limited evidence that formative assessment data (MAP, benchmarks, STAAR item analysis) is used consistently to adjust instruction and target subgroup needs.

9
★

We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I).

Tier one instruction is not consistent in all classes.

10
★

There is a decline in TELPAS Reading and Speaking among Emergent Bilinguals.

Tier one instruction has not consistently provided time for speaking and listening.

11
★

Disproportionate discipline for African American Students (DAEP = 414%)

Lack of consistent tier one behavior expectations and cultural responsiveness in discipline protocols.

12
★

Students are not performing at a meets or higher level STAAR/EOC and TSIA2 writing items.

Inconsistent and insufficient writing instruction across contents.

13



There has been a lack of TELPAS Growth and Support for Emergent Bilinguals.

Insufficient academic language scaffolding in core instruction.

14



Chronic absenteeism (ADA 93.2%) is an issue.

Gaps in SEL implementation and weak Tier 1 classroom engagement exist.

15



Discipline disparities exist between the various sub-populations.

There tends to be very little culturally responsive discipline and behavior systems in place.

16



Low student performance for newcomer and immigrant students.

Lack of targeted academic and SEL supports for newcomers and immigrant students.

★ = 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
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ 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
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data

- ☒ Student failure and/or retention rates

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

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

Performance Objective 1

Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 29% to 44% 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 25% to 36% at meets or above on the English I & II by May 2025.

Evaluation Data Source: - District Common Unit Assessments

- PLT Common Formative Assessments
- MAP BOY and MOY
- PLT Data Driven Instruction Talks

Strategy 1

Implement campus wide writing process that focuses on crafting a fully developed essay with a strong thesis statement.

Strategy's Expected Result/Impact: All students will improve on writing in all contents.

Staff Responsible for Monitoring: Academic Specialist, All Administrators

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2, 5

Funding Sources: ELP 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Strategy 2

Provide targeted professional development for teachers on the campus writing process. During every PD session, model how to incorporate writing.

Strategy's Expected Result/Impact: Teachers will have more skills to support student growth in their classrooms.

Staff Responsible for Monitoring: EB Specialist, All Administrators

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2, 5

Funding Sources: ELP 211 - Title I-A,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

July

Strategy 3

Conduct data talks with teams every grading period to discuss glows and grows in students' writing.

Strategy's Expected Result/Impact: Student growth through teacher support and data driven instruction.

Staff Responsible for Monitoring: Academic Specialist , All Administrators

Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 2, 5

Funding Sources: 211 - Title I-A, , 199 - General Funds: SCE,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The immigrant student population has increased to 10.16% , and Emergent Bilingual (EB) students now make up 42.32% of the student body, and these students are not meeting academic performance targets on STAAR and TELPAS.

There is a lack of embedded academic language development and insufficient supports tailored to the academic and social-emotional needs of EB/immigrant learners.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.

With 61% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

There is a decline in TELPAS Reading and Speaking among Emergent Bilinguals.

Tier one instruction has not consistently provided time for speaking and listening.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There has been a lack of TELPAS Growth and Support for Emergent Bilinguals.

Insufficient academic language scaffolding in core instruction.

5

Low student performance for newcomer and immigrant students.

Lack of targeted academic and SEL supports for newcomers and immigrant students.

Performance Objective 2

Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 48% to 58% by May 2025.

Increase the percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 5% to 30% by May 2025.

Evaluation Data Source: - MAP BOY and MOY Data

- Lexia Reading Program Scores

- IXL Reading Program Scores

Strategy 1

Provide tiered and targeted reading interventions and structured district-supported literacy routines to implement a reading-across-the-curriculum strategy in which we will embed reading annotating strategies in all content areas weekly using a common annotating strategy.

Strategy's Expected Result/Impact: Increase in opportunities to read in class with structure.

Staff Responsible for Monitoring: Academic Specialist, All Administrators

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

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

Moderate Progress

February

April

July

Strategy 2

Utilize IXL, Lexia, and Summit K-12 to provide individualized reading plans for all students.

Strategy's Expected Result/Impact: Student growth in reading skills

Staff Responsible for Monitoring: Academic Specialist, All Administrators

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Strategy 3

Use STAAR-aligned common assessments and STAAR item analysis to guide reteaching and instructional planning.

Strategy's Expected Result/Impact: Students will improve performance on STAAR type questions

Staff Responsible for Monitoring: Academic Specialist, All Administrators

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

Considerable Progress

February

April

July

Strategy 4

Implement daily Tier 2 and Tier 3 interventions during the school day targeting EOC-tested standards.

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Academic Specialist, All Administrators

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

STAAR SCR/ECR writing scores in English I and II are significantly below district and state levels.

Inconsistent writing instruction campus-wide and lack of cross-curricular writing practices.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students across core content areas - particularly English I, English II, and Algebra I - are not meeting expected academic standards, with low Meets and Masters percentages.

Lessons frequently emphasize "approaches-level" comprehension rather than pushing students toward higher-order skills required for Meets and Masters.

3

Writing instruction is underdeveloped, with ECR performance dropping across English I and II, and minimal progress in MAP reading growth.

Writing expectations in RLA (SCR/ECR) are not consistently aligned with college readiness rigor, as reflected in below-average scores on extended responses.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I).

Tier one instruction is not consistent in all classes.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Students are not performing at a meets or higher level STAAR/EOC and TSIA2 writing items.

Inconsistent and insufficient writing instruction across contents.

Performance Objective 3

Increase the percentage of students who score at Meets or above on STAAR Algebra I from 16% to 38% by May 2025. Increase the percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 14% to 26% at meets or above on Algebra I by May 2025.

Evaluation Data Source: - District Common Unit Assessments

- PLT Common Formative Assessments
- MAP BOY and MOY
- PLT Data Driven Instruction Talks

Strategy 1

Provide tiered and targeted math interventions in Algebra and Algebraic Reasoning classes.

Strategy's Expected Result/Impact: Students will improve on skills tested on the EOC Algebra 1 test.

Staff Responsible for Monitoring: Academic Specialist, Math Interventionist, Math Assistant Principal

Problem Statements: Student Learning 1, 2

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A,

Formative Reviews

Some Progress

Moderate Progress

November

February

April

July

Strategy 2

Utilize IXL Math program to provide individualized math plans that include EOC skills, TSIA2 skills, and SAT skills for students

Strategy's Expected Result/Impact: Focused instruction and intervention on what students need to be successful.

Staff Responsible for Monitoring: Academic Specialist, Math Interventionist, Math Assistant Principal

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A,

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

November

Some Progress

February

April

July

Strategy 3

Discuss data during Data Driven Instruction talks and create intervention and extension plans.

Strategy's Expected Result/Impact: More students reaching the meets and masters level.

Staff Responsible for Monitoring: Academic Specialist, Math Interventionist, Math Assistant Principal

Problem Statements: Student Learning 1, 2

Funding Sources: 199 - General Funds: SCE, , 211 - Title I-A,

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 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students across core content areas - particularly English I, English II, and Algebra I - are not meeting expected academic standards, with low Meets and Masters percentages.

Lessons frequently emphasize "approaches-level" comprehension rather than pushing students toward higher-order skills required for Meets and Masters.

2

Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.

With 61% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I).

Tier one instruction is not consistent in all classes.

Performance Objective 4

Increase the percentage of students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics from 46% to 56% by May 2025.

Increase the percentage of African American 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 35% to 45% by May 2025.

Evaluation Data Source: - MAP BOY and MOY Data
- IXL Math Program Scores

Strategy 1

Utilize IXL Math program to create individualized learning plans for students.

Strategy's Expected Result/Impact: More students showing growth by the EOY MAP test.

Staff Responsible for Monitoring: Academic Specialist, Math Interventionist, Math Assistant Principal

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

July

Strategy 2

Discuss data during MAP BOY and MAP EOY data talks and upload MAP data to IXL Math to create individualized math learning plans.

Strategy's Expected Result/Impact: More students showing growth on the EOY MAP test.

Staff Responsible for Monitoring: Academic Specialist, Math Interventionist, Math Assistant Principal

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students across core content areas - particularly English I, English II, and Algebra I - are not meeting expected academic standards, with low Meets and Masters percentages.	Lessons frequently emphasize "approaches-level" comprehension rather than pushing students toward higher-order skills required for Meets and Masters.
2 Emergent Bilingual, Economically Disadvantaged, and Hispanic students consistently under perform in reading, math, and writing compared to other subgroups.	With 61% of students identified as Emergent Bilinguals, many students are still developing academic vocabulary, reading stamina, and writing fluency in English.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 We have Low STAAR Performance in Core Content Areas (ELA I/II, Algebra I).	Tier one instruction is not consistent in all classes.

Performance Objective 5

Increase the percentage of students attaining TSIA2 from 7% to 30% 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) meeting TSIA2 from 1% to 25% by May 2025.

Evaluation Data Source: - IXL TSIA2 Data
- Methodize TSIA2 Data
- TSIA2 Accuplacer Results

Strategy 1

Utilize IXL Reading, IXL Math, and Methodize programs to reinforce TSIA2 skills.

Strategy's Expected Result/Impact: More students receiving qualifying scores on TSIA2.

Staff Responsible for Monitoring: Academic Specialist, Math Interventionist, Math Assistant Principal, RLA Assistant Principal

Problem Statements: Demographics 2 - Student Learning 4

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Strategy 2

Conduct TSIA2 boot-camps prior to TSIA2 testing days to review skills.

Strategy's Expected Result/Impact: More students receiving qualifying scores on TSIA2.

Staff Responsible for Monitoring: Academic Specialist, Math Interventionist, Math Assistant Principal, RLA Assistant Principal

Problem Statements: Student Learning 4 - Perceptions 1

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

April

July

Strategy 3

Implement a cross-curricular writing program that focuses on planning, drafting, and editing fully developed essays.

Strategy's Expected Result/Impact: More students receiving a qualifying score on the TSIA2 essay.

Staff Responsible for Monitoring: Academic Specialist, All Administrators

Problem Statements: Student Learning 4 - Perceptions 1

Formative Reviews

Moderate Progress

November

Considerable Progress

February

April

July

Performance Objective 5 Problem Statements Identifying Demographics

2

STAAR SCR/ECR writing scores in English I and II are significantly below district and state levels.

Inconsistent writing instruction campus-wide and lack of cross-curricular writing practices.

Performance Objective 5 Problem Statements Identifying Student Learning**4**

Despite strong AP and dual credit participation, scores on TSIA2 and AP exams are below college-readiness benchmarks.

While PLTs exist, there is limited evidence that formative assessment data (MAP, benchmarks, STAAR item analysis) is used consistently to adjust instruction and target subgroup needs.

Performance Objective 5 Problem Statements Identifying Perceptions**1**

Students are not performing at a meets or higher level STAAR/EOC and TSIA2 writing items.

Inconsistent and insufficient writing instruction across contents.

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

Decrease the percentage of students who are chronically absent from 22% to 15% by May 2025.
Decrease the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 73% to 63% by May 2025.

Evaluation Data Source: - Weekly ADA monitoring with trend analysis by grade level.

- Monthly incentives and attendance celebrations.
- Mentor logs
- SEL implementation checklists

Performance Objective 2

Decrease the percentage of in and out of school suspensions for the student group that is disproportionately referred for disciplinary action from 25% to 20% by May 2025. Decrease the number of discretionary referrals for Africa American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 1.21% to .75% by May 2025.

Evaluation Data Source: - Monthly discipline disaggregation by subgroup

- RISE trainings to faculty and staff to decrease incidents.

Goal 3

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

Performance Objective 1

Increase the number of parent / community involvement nights from 6 to 10 by May 2025.

- Evaluation Data Source:
- MacArthur Campus Calendar
 - Parent Liaison monthly parent learning and awareness sessions
 - Principal's Monthly Parent Newsletter

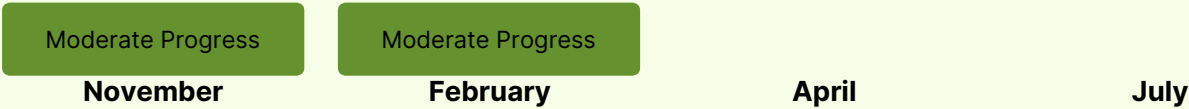
Strategy 1

Plan and implement the following parent / community involvement nights.
August - Meet the Teacher Night, September - Hispanic Culture Night, October - Fall Festival, November - CCMR Night, December - Winter Concert, January - TELPAS Parent Night, February , Black History Celebration Night, March - Open House, April - Advanced Placement and Dual Credit Night, May - Asian Heritage Night

Strategy's Expected Result/Impact: More parents and community members will see and hear about the wonderful opportunities at MacArthur.

Staff Responsible for Monitoring: Campus Improvement Committee, All Administrators, Parent Liaison

Formative Reviews





State Compensatory Education

State Compensatory

Budget for MacArthur High School

Total SCE Funds: \$155,635.00

Total FTEs Funded by SCE: 20

Brief Description of SCE Services and/or Programs

At MacArthur High School, we are committed to providing the best possible education for all of our students, and we recognize that some students may face particular challenges in their academic journey. To address the needs of students who are at risk of dropping out of school or who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds to supplement our regular education program. A portion of these funds, specifically \$9,595, is allocated to the acquisition of supplies and materials. These materials play a crucial role in enhancing the learning experience for students, enabling us to provide additional resources and tools to support their education. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. Additionally, our Math Intervention Specialist salary is paid for with SCE funds with a cost of \$73,500. The campus creates a schedule for STAAR tutorials after school and on specific Saturday sessions throughout the year. \$65,925 is spent on Extra Duty Pay/Special Earnings for these tutorials. In addition \$5,000 is spent on snacks for the students during these tutoring events.

Personnel for MacArthur High School

Name	Position	FTE
Badawi, Zaid	Science Teacher	1
Bryant, Joshua	ESL/ELAR Teacher	1
Burns, Jacqueline	ESL/ELAR Teacher	1
Cuellar, Julia	Math Teacher	1
Day, Lolecia	ESL/ELAR Teacher	1
Doblado, Howard	SS Teacher	1
Frazier, Richard	Science Teacher	1
Gonzalez, Brianna	Parent Liaison	1
Harris, Sergio	SS Teacher	1
Jones, Rachel	Science Teacher	1
Murugesan, Chuguna	Science Teacher	1
Nguyen, Quan	Math Teacher	1
Phalon, Kristina	ELAR Teacher	1
Rivas, Steven	Science Teacher	1
Shelton, Ashley	Paraprofessional	1
Thomas, Meghann	ESL/ELAR Teacher	1

Vasquez-Solano, Jorge	ESL/ELAR Teacher	1
Waters, Jessica	Math Interventionist	1
Williams, Marlena	Math Teacher	1
Williams, Quincy	SCE Credit Recovery Teacher	1



Funding Summary

Funding Summary

199 - General Funds: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	\$0.00
1	2	3		--	\$0.00
1	2	4		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
1	3	3		--	\$0.00
Sub-Total					\$0.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELP	--	\$0.00
1	1	2	ELP	--	\$0.00
1	1	3		--	\$0.00
1	2	1		--	\$0.00
1	2	2		--	\$0.00
1	2	3		--	\$0.00
1	2	4		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
1	3	3		--	\$0.00
Sub-Total					\$0.00



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

