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Vision Statement

The Irving ISD is committed to educational excellence and equity for all students in a multicultural and engaged learning environment.

Mission Statement

The Irving ISD, in partnership with families and the community, shall meet the educational needs of students by producing engaged learners who are critical thinkers, leaders, and contributors in a technological, diverse, and competitive 21st century world.

Board Goals

The District will:

- 1. Provide a safe, healthy, secure and orderly environment throughout the district for students, staff, parents and patrons of the Irving ISD, while also making emergency preparedness a high priority.**
- 2. Prepare students for education and life beyond high school, strive for an Exemplary district rating in the Texas Accountability System, meet federal and local standards by continuing to strengthen the curricula, implementing research-based best practices, and annually improving student achievement on each campus and district-wide.**
- 3. Increase the percentage of students from all subgroups enrolled in advanced academic programs, elective classes, extra and co-curricular activities to ensure equal access and successful completion of school.**
- 4. Require all professional staff to effectively facilitate teaching and learning by actively participating in high quality staff development and using a variety of technological resources to engage students so that all graduates can succeed in a 21st century environment.**
- 5. Provide salary, benefits, incentives, working conditions and mentoring conducive to recruiting and retaining a highly qualified, effective, ethnically diverse staff.**
- 6. Encourage and assist all parents to be active partners in the education of their children and expand opportunities for parental and community input to decision makers.**
- 7. Ensure all students are treated fairly and equitably in regard to high expectations in Board policies for academic and behavioral successes, especially in terms of consequences when failing to meet the expectations.**
- 8. Improve public perception of the District by engaging in proactive public relations.**

**DISTRICT IMPROVEMENT PLAN
for
2010-2011**

Introduction

Board Policy BQA (Local) states, “The District Improvement Committee (DIC) shall be involved in establishing and reviewing the District’s education plans, goals, performance objectives, and major classroom instructional programs.” Each year DIC members contribute many hours to this process. Your various perspectives are essential to the preparation of a district improvement plan that will provide direction for the upcoming school year. Thank you for your ideas, your time, and your dedication to Irving ISD.

Irving Independent School District

**District Improvement Committee
2009-2010**

**Sanko Prioleau II, Chair
Rhonda Taylor, Vice Chair**

Abigail Alliu High School Teacher	Ashley Atkinson Elementary Teacher	Michael Campbell High School Administrator
Alma Carillo Student	Jorge Chac II Parent	Valerie Coleman Parent
Carrie Davila Elementary Teacher	Taeler De Haes Student	Maria Duran Student
Lt. Cmdr. Calvin Durst High School Teacher	Ryan Flint High School Teacher	Michael Gallaway Community
George Gillespie Parent	Dr. Adam Grinage Elementary Administrator	Gloria Hernandez Middle School Teacher
Ana Ibanez Student	Caroline Kelton Business	Todd Ketcham Middle School Teacher
Barbara Khirallah Business	Rebecca Knowles Parent	Hope Krum Librarian
Rob McCannell Middle School Teacher	Abel Mercado Parent	Don Miller Community
Teresa Phillips Elementary Teacher	Lorry Pippin Community	Esmeralda Polanco Elementary Teacher
Sanko Prioleau II Parent	Dr. James Rambo District Representative	Elizabeth Rogers Student
Teresa Saab Alternative Education Teacher	Autum Scott Middle School Administrator	José Serrano Business
Jackie Swan Elementary Teacher	Rhonda Taylor Business	Mika Tepfer High School Teacher
Deborah Thomas Elementary Teacher	Alice Vasquez Counselor	Deborah Waters-Galloway Community
Lydia Webb Parent	Bridget Wiles Parent	Lisa Wofford Parent

District Improvement Planning

Sub-Committee

Membership

District Improvement Plan

Summary Pages of

Board Goals

and

Performance Objectives

Goals

Goal 1: Provide a safe, healthy, secure and orderly environment throughout the district for students, staff, parents and patrons of the Irving ISD, while also making emergency preparedness a high priority.

Performance Objective 1: All internal and external threats to the safety of students, staff, and patrons in the 2010-2011 school year will be mitigated appropriately and according to training so that no one is seriously harmed.

Summative Evaluation: (08-09); NEEDS ASSESSMENT (2010-2011): (A) 2009 Safety Audits: 100% of campuses with acceptable results; (B) 2009 Crisis Management Training: 100% of campuses trained; (C) 2009 Pride Survey; (D) 2009 District Security Reports (theft and vandalism loss); (E) Fall 2009 Police Department Criminal Incident Reports; (F) 2009 District Health Assessments; and (G) 2009 District Pandemic Plan.

Performance Objective 2: Assure that all students and employees feel safe at school and that students develop the ability to resist engaging in unsafe behaviors.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): 2009 PRIDE Survey Results: middle and high school students. Of the 13,800 6th through 11th graders, 11,300 took the PRIDE Survey. 19.1% reported being afraid another student will hurt them at school; 22.6% reported being hurt at school; 33.5% reported threatening a student at school; 31.2% reported hurting a student at school. 11,052 students responded to the question about gang involvement. 1,495 students reported involvement in gangs (13.5% of total responding).

Goal 2: Prepare students for education and life beyond high school, strive for an Exemplary district rating in the Texas Accountability System, meet federal and local standards by continuing to strengthen the curricula, implementing research-based best practices, and annually improving student achievement on each campus and district-wide.

Performance Objective 1: ATTENDANCE - Improve student attendance to 97% district-wide.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Review past years attendance reports. (2004-05) 95.6%, (2005-2006) 95.3%, (2006-2007) 95.1%, (2007-2008) 95.6%, (2008-2009) 95.7% +0.1% Of the 37 campuses, 5 had more than 97%, 32 had less than 97%. 9570 students had 97% attendance during the 2008-2009 school year, up from 9,096 students in 2007-08. Review incentives used by campuses. Review of attendance in PK revealed need for improvement. Review various programs available to at-risk and Career & Technical Education (CATE) students.

Performance Objective 2: DROPOUT PREVENTION/HS COMPLETION - Maintain an annual dropout rate of less than 1% for 7th and 8th grade students. Increase the completion rate to 95% for grades 9-12.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Dropout Rates: Annual dropout rate for 7th and 8th grade students 2004-2005 0.2%, 2005-2006 0.1%; 2006-2007 0.2%, 2007-2008 0.1% Completion rate: Class of 2006 90.0%, Class of 2007 86.1, Class of 2008 85.9%

Performance Objective 3: MATH ACADEMIC PERFORMANCE - A. At least 80% mastery of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantaged) and 30% commended on the Texas Assessment of Knowledge and Skills in Math in order to meet state accountability requirements and federal accountability guidelines as defined in No Child Left Behind. B. Increase the number of AP Mathematics tests with a score of 3 or higher to 50% for the district and decrease the number of tests with a score of 1 to 10%. C. Increase performance so that the average score for all students on SAT Mathematics is at or above 500 and at or above 21 on ACT Mathematics; increase the number of National Merit Scholarship commended students, semi-finalists, finalists, and scholars.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Use data from: (1) Irving ISD TAKS Met Standard 2005 to 2009; (2) AP Performance data; District 2001-2009; (3) AP Performance by Course Content Area 2007-2009; (4) SAT Scores by Year; and (5) ACT Scores by Year. Federal AYP: A total of 3 secondary schools missed AYP in 2009. No elementary schools missed AYP. The standards are moving to 80% in reading/ELA and 75% in math for 2011.

Performance Objective 4: READING/ELA ACACEMIC PERFORMANCE - A. At least 91% mastery of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantaged) and 25% commended on the Texas Assessment of Knowledge and Skills in Reading/English Language Arts in order to meet state accountability requirements and federal accountability guidelines as defined in No Child Left Behind. B. Increase the number of AP English tests with a score of 3 or higher to 40% for the district and decrease the number of tests with a score of 1 to 10%. C. Increase performance so that the average score for all students on SAT verbal is at or above 461 or at or above 20 on ACT reading and English sections; increase the number of National Merit Scholarship commended students, semi-finalists, finalists and scholars.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Use data from: (1) Irving ISD TAKS Met Standard 2005 to 2009; (2) AP Performance data; District 2001-2009; (3) AP Performance by Course Content Area 2007-2009; (4) SAT Scores by Year; and (5) ACT Scores by Year. Federal AYP: A total of 3 secondary schools missed AYP in 2009. No elementary schools missed AYP. The standards are moving to 80% in reading/ELA and 75% in math for 2011.

Performance Objective 5: SCIENCE ACADEMIC PERFORMANCE - A. At least 75% of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantaged) will master the Texas Assessment of Knowledge & Skills and at least 20% will score commended. B. At least 25% of AP Science exams will have a score of 3 or higher and 50% or fewer AP Science exams will have a score of 1 for the district.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Use data from: (1) Irving ISD TAKS Met Standard 2005 to 2008; (2) AP Performance data; District 2001-2008; (3) AP Performance by Course Content Area 2007-2008; (4) SAT Scores by Year; and (5) ACT Scores by Year. Federal AYP: A total of 3 secondary schools missed AYP in 2009. No elementary schools missed AYP. The standards are moving to 80% in reading/ELA and 75% in math for 2011.

Performance Objective 6: SOCIAL STUDIES ACADEMIC PERFORMANCE: (A) At least 94% mastery of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantaged) and 40% commended on the Texas Assessment of Knowledge and Skills in Social Studies. (B) Increase AP Social Studies scores of 3 or higher to 22% and decrease the scores of 1 to 50%.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Use data from: (1) Irving ISD TAKS Met Standard 2005 to 2009; (2) AP Performance data; District 2001-2009; (3) AP Performance by Course Content Area 2007-2009; (4) SAT Scores by Year; and (5) ACT Scores by Year. Federal AYP: A total of 3 secondary schools missed AYP in 2009. No elementary schools missed AYP. The standards are moving to 80% in reading/ELA and 75% in math for 2011.

Goal 3: Increase the percentage of students from all subgroups enrolled in advanced academic programs, elective classes, extra and co-curricular activities to ensure equal access and successful completion of school.

Performance Objective 1: Implement procedures that ensure full and equal access to general education and advanced academic programs, elective classes, extra- and co-curricular activities for 100% of students: (A) Student participation in Advanced Placement should reflect the student population distribution of Irving ISD. (B) Increase participation rate to 70% on the SAT and/or ACT for all students, economically disadvantaged students and each ethnic group. (C) Increase the percentage of all students, economically disadvantaged students and each ethnic group in advanced academic courses to 25%. (D) Increase the percentage of students completing the Texas Recommended High School or Distinguished Achievement Programs to 85% or higher for all students, economically disadvantaged students and each ethnic group. (E) Student participation in Gifted/Talented instruction should reflect the student population distribution of Irving ISD. (F) Increase the percentage of all students, economically disadvantaged students and minority groups involved in extra- and co-curricular activities at elementary, middle and high school levels using baseline data to be collected during the 2009-10 school year.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Progress toward Our Goals presentation, Fall 2009 shows improvement toward equal access objectives A, C, D. SAT & ACT participation was down in 2009 (objective B). Gifted Talented data indicate that White and Asian students are somewhat overrepresented; Hispanic, African American and Economically Disadvantaged are somewhat underrepresented (objective E). Data on athletics and secondary fine arts participation and informal survey of extra-curricular activities at elementary schools shows disparities in extra curricular programs (objective F). A more formal survey has been developed for schools at all levels and will be administered online in late spring 2010.

Goal 4: Require all professional staff to effectively facilitate teaching and learning by actively participating in high quality staff development and using a variety of technological resources to engage students so that all graduates can succeed in a 21st century environment.

Performance Objective 1: Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century. All professional staff will be required to submit a minimum of two TechFusion submissions per year at a LoTI level of 3 or higher. [TechFusion is the IISD database of lessons infused with technology. LoTI (Levels of Technology Implementation) is a framework used to measure the quality of infusion as it is implemented.]

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): TechFusion lesson submissions were down from the previous year. In 2008-09 we had 2931 lessons submitted. That is about 1.1 per teacher. The average LoTI level is 2.4. We need to encourage teachers to use technology on a regular basis in order for students to be prepared to function in a technology based work and college environment.

Performance Objective 2: Provide differentiated professional development that enables teachers to move up the LoTI continuum and increase higher order thinking in their instruction. At least 75% of district and campus staff development will include technology integrated activities that demonstrate a LoTI level 3 or higher.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): In order to get an overall impression of technology use, the STAR Chart is used as a self-report survey for teachers, administrators, campuses and districts that must be submitted to TEA each year to report the use of technology in the state. TEA in turn submits this information to the federal government. On the Texas Star Chart for 2008-09, Educator Preparation (staff development) continues to be the lowest

ranking. The district continues to have a large group of new teachers each year. Many are alternatively certified and have had limited training in technology and learning theory. We continue to provide LoTI training each year with few people participating. LoTI is the rubric with which we measure effective technology integration so all teachers and administrators should have a good working knowledge of this tool in order to facilitate conversations about higher order thinking and effective technology use. Attendance at summer technology training was down over the previous year with 486 people attending.

Goal 5: Provide salary, benefits, incentives, working conditions and mentoring conducive to recruiting and retaining a highly qualified, effective, ethnically diverse staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" according to No Child Left Behind by the end of 2010-2011 school year.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): 100% of all classroom teachers and instructional aides must be Highly Qualified according to No Child Left Behind.

Performance Objective 2: Increase minority professional staff by an average of 3% per year from 2010-2012 toward the goal of reflecting the ethnic diversity of IISD student population.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): The 2009-2010 Minority Hiring Percentage was at 35.3% for new professionals. This is compared to 35% for 2008-2009, 40% for 2007-2008, and 34.6% for 2006-2007. The overall minority percentage for IISD professional employee's shows 31.4% for the 2009-2010 school year. Our student minority distribution was at 83.4%.

Performance Objective 3: The District will retain 85% of current professional staff each year.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): In the last five years, the turnover rate has varied from 15% to 21.8% for professional staff.

Goal 6: Encourage and assist all parents to be active partners in the education of their children and expand opportunities for parental and community input to decision makers.

Performance Objective 1: Continue to enhance and increase parent involvement as it relates to positive academic achievement. Involvement to be measured by annual evaluation of parent involvement opportunities by parents; by active participation in parent trainings; and parent involvement activities offered throughout the year.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): 2009 Parent Involvement Survey Results (Below 85% Satisfaction): Summary: The school provides parent with grade appropriate information for being involved in the child's school work, The school's vision and mission statement are posted and easy to read, My child's school has a parent resource center, The school library is available to check materials to parents, The school has contacted parent about how to become involved. Parent Comments: Blackboard used need to be expanded, Parent Connect and Campus Web Pages not updated, Parents need advance notice of events, Written and Oral interpretation of events and information in Spanish (Middle School Parents), There was a 26% decrease in overall number of parents taking

the Parent Involvement Survey. Strengths: 2009 Parent Involvement Survey Results (Above 85% Satisfaction)- Knowing how reach child's teacher, School contacted parent regarding child's academic progress, Friendly school environment makes parents feel welcomed, School provides information to parents on how to help their children do the best at school, Parent received information regarding curriculum and state testing, How provides a variety of methods to assist in communicating effectively with parent. Parent Comments: District Website, Teleparent, Development of the Parent and Student Services Website, College Career Resource Handbook for students, Journey Program developed and expanded to include parents, College Goal Sunday, Graduation coaches available in high school, AVID available at Irving High School, Activities to support school transition Pre-K to Elementary, Elementary to Middle School and Middle School into High School, Workshop and Support Services for parents of Migrant students, Increase in parent involvement opportunities (Strong Fathers Strong Families, Parent Academies, Parent Education Nights, Parent Step Ahead Program, P.A.D.R.E.S Program, Donuts with Dad.

Performance Objective 2: Allow for parental and community input to decision makers by developing and sustaining strong systems that promote parent involvement.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Strength: Increase of diversity representation in the Parent Advisory Council, Developed the HIPPY Master Parent Project to support parents helping parents. Needs: The need to increase systemic support for all parents groups, The need to increase tracking and promoting of former HIPPY parents to strengthen campus parent involvement, Little parent input to campus improvement committee on school issues; need to increase systemic support for all parent groups.

Performance Objective 3: Continue to promote parent communication and involvement utilizing the district's technology platform to facilitate this effort and measured by use of technology for outreach to parents.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Strengths: Parent Connect available to view grades (411,938 Hits to website), Good use of Teleparent at the campus and district level, Irving School Television and District Website, Access to Internet Safety information on Parent Tab of the district website, District produced videos on Internet Safety also available to parents through the district website as wells video on the topics of Drug Awareness, Alcohol Awareness, and Topics to Discuss with Your Children (Available in English and Spanish), Over 500 adults participated in the Adult Education Program for the previous school year, Literacy and Civics Classes, English as a Second Language, Computer Literacy, *Strong partnership with 21st Century campuses for Adult Education, Increase in Community Outreach activities, Big Brothers Big Sisters Partnership Educational Summit at BW Baptist Church, Community Outreach - Irving Bible Church, City of Irving - Cinco de Mayo Celebration, Parent Step Ahead Partnership - El Hispano News Bereavement Program, Increase number of Parent Involvement Opportunities for At Risk student populations, Sp. Education Information Night for students with disabilities African American Student Mentoring Program, System Support for students who are pregnant or parents, "I am Present" Truancy Prevention Program, Practical Parent Education Workshops, Parent Academies on "How to Navigate the System", Journeys Parent Meetings, Latino Family Literacy Project Reading is Fundamental Program for Parents of Migrant students, Monthly HIPPY Parent Meetings, Develop Parent Network Program to provide system support and general parent education. Needs: Parent report that grades on Parent Connect are not current, Parents request more positive personalized use of teleparent regarding students, Approximately 1/3 of Teleparent calls are not completed due to wrong or disconnected number, Ten campuses did not conduct required Internet Safety Training for parents, No system in place for parents to register for listserv or e-mail alerts about college and scholarship application deadlines, Evidence of unmet need as reflected by waiting list of prospective students for Adult Education classes.

Goal 7: Ensure all students are treated fairly and equitably in regard to high expectations in Board policies for academic and behavioral successes, especially in terms of consequences when failing to meet the expectations.

Performance Objective 1: Reduce disproportionality in assignment of students to on- and off- campus alternative disciplinary settings: 1. Annually reduce the number of students from each ethnic group placed in discretionary on- and off-campus alternative disciplinary settings. 2. Eliminate disproportionate assignment of African American students in discretionary off-campus disciplinary settings by the end of school year 2010-2011.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): July 28, 2009 Internal Auditor Report: "Audit of Discretionary Alternative Education Placement"; October 9, 2009 Superintendent's Response to Discipline Audit Report; November 16, 2009 Irving ISD Board of Trustees: RESOLUTION AND ORDER NO. 09-10-08, "A RESOLUTION ADOPTING AN ORDER OF THE BOARD OF TRUSTEES, IRVING INDEPENDENT SCHOOL DISTRICT, ACCEPTING A REPORT CONCERNING STUDENT DISCIPLINE, AUTHORIZING IMPLEMENTATION OF THE REPORT'S RECOMMENDATIONS, PROVIDING FOR OTHER MATTERS RELATED TO THE SUBJECT MATTER AND DECLARING AN EMERGENCY"

Goal 8: Improve public perception of the District by engaging in proactive public relations.

Performance Objective 1: Involve all stakeholders in District issues and decision-making.

Summative Evaluation: Community participation in District events will increase by 50%; and community surveys will show 75% support for Irving ISD.

Performance Objective 2: Develop a comprehensive marketing plan for Irving ISD.

Summative Evaluation: An effective plan will be implemented and perceptions will improve by 50%.

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2010-2011

PLAN FOR BOARD GOAL 1:

Safety & Security

Goals

Goal 1: Provide a safe, healthy, secure and orderly environment throughout the district for students, staff, parents and patrons of the Irving ISD, while also making emergency preparedness a high priority.

Performance Objective 1: All internal and external threats to the safety of students, staff, and patrons in the 2010-2011 school year will be mitigated appropriately and according to training so that no one is seriously harmed.

Summative Evaluation: (08-09); NEEDS ASSESSMENT (2010-2011): (A) 2009 Safety Audits: 100% of campuses with acceptable results; (B) 2009 Crisis Management Training: 100% of campuses trained; (C) 2009 Pride Survey; (D) 2009 District Security Reports (theft and vandalism loss); (E) Fall 2009 Police Department Criminal Incident Reports; (F) 2009 District Health Assessments; and (G) 2009 District Pandemic Plan.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Ensure the district is National Incident Management System (NIMS) compliant and rewrite the Crisis Management Handbook to reflect the Multihazard Emergency Operations Plan recommended in Section 37.108 of the Texas Education Code. Ensure the plan is compliant with the 2003 International Fire Code Section 404.3. Ensure 100 percent compliance throughout the district.	Director of Security & Operations	Staff time, local funds	Compliant Emergency Operations Plan; updated as needed				
(2) Pursuant to Section 37.108 of the Texas Education Code, audit one-third of the district over the course of the year, with the intent of conducting a similar audit over the course of three years. Report the findings to the school board and state in accordance with the Code. Use findings to target additional training for staff members and teachers.	Director of Security & Operations	Staff time, computer, local funds	Reports and analyses				
(3) Require all secondary students to wear and prominently display district-issued student ID badges; review how this program might interface with other programs designed to ensure students wear these badges (such as library services, food services, and the like).	Director of Security & Operations, Director of Learning Resources; Campus Principal	Staff time, local funds	Audit reports showing compliance				
(4) For the protection of both students and staff, implement a districtwide mandate whereby teachers are required to keep classroom doors closed and locked during the school day.	Director of Security & Operations; Campus Principal	Staff time, local funds	Audit reports showing compliance				

(5) Provide a district security officer at the Administration Building during business hours. Create a security committee within the Administration Building to work with Ralph Diaz on providing other security measures within the building, such as: securing all exterior doors, with the exception of the front doors and Tax Office doors; providing keyless entry access at the Tax Office door leading into the Administration Building, proper; ensuring staff within the building display ID badges at all times; creating a method by which people can purchase sporting event tickets without entering the building, proper; and, considering the efficacy of visitor registry at the main entrance.	Director of Security & Operations, Administrative Assistant to the Superintendent, Staff	Staff time, local funds	Meeting records, assignment of security personnel				
(6) Annually track incidences that threaten campus security using the Pride Survey, the Student Disciplinary Action Summary PEIMS report, the Gun-Free Schools Report, Irving Police Department (IPD) and district security reports, relative to criminal activity in and around campus sites. As well, incorporate information relative to building safety gained from the newly developed "building walk-through inspection" form and protocol developed and managed by Risk Management.	Director of Security & Operations, Director of Risk Management, Director of P-12 Parent & Student Responsive Counseling Services	Staff time, curricula, local funds	Records and analyses				
(7) Conduct crisis management tabletop training with 100 percent of campus crisis management teams; evaluate and implement plans to enhance student preparedness training, such as lockdown drills.	Director of Security & Operations, Director of P-12 Parent & Student Responsive Counseling Services	Staff time, local funds	Training records				
(8) Conduct announced and/or unannounced lockdown drills at all campus sites.	Director of Security & Operations, Campus Principal	Staff time, local funds	Training records				
(9) Conduct "see what we see" safety and security audits at all campus sites by sending trained individuals into the schools to determine the effectiveness of physical security measures and safety and security processes. Use results to target additional training with campus personnel.	Director of Security & Operations	Staff time, local funds	Audit records and analyses				
(10) Ensure each school has campus personnel trained in compliance with SB 1196, the Texas State Behavior Initiative; the law requires schools to have personnel trained in behavioral interventions and restraint training relative to all students.	Director of Security & Operations, Director of Special Education	Staff time, curricula, Special Education funds	Training records				
(11) Begin using the Youth Risk Behavior Survey (CDC) to assess risky behaviors (including sexual behavior which is not measured with the Pride Survey) of our secondary students. Survey at least 90% of health/physical education students each semester.	P-12 Physical Education Coordinator	Staff time, curricula, local funds	Records and analyses				
(12) Further develop the present Pandemic Plan for Irving ISD into an instructional manual which provides guidance in all areas of the district; Business and Payroll, Data Processing, Facilities Services, Food Services, Health Services, Instructional Methodology, Personnel Management, Public Information, Parent and Student Services, Teaching & Learning, Technology, Transportation, etc.	Director of Risk Management, Director of Health Services	Staff time, computer, local funds	Instruction manual developed				
(13) Ensure all auxiliary buildings within the district maintain a secure environment by locking non-essential external doors and through visitor registry.	Director of Security & Operations, Director of Public Information	Staff time, local funds	Audit records and analyses				

(14) Consider methods to market the District's Audio Health Library. Consider use of TeleParent, campus marquees, and city billboards.	Director of Health Services, Director of Public Information	Staff time, local funds	Meeting reports and marketing strategies				
(15) Assess the effectiveness of the District's coordinated school health approach using Survey Monkey to collect data on student knowledge/likes/dislikes, and school personnel (teachers, counselors, and cafeteria) attitudes/strategies/suggestions for the program. Survey a minimum of 80 percent of students/school personnel.	Health/Physical Education Coordinator	Staff time, local funds	Survey reports and analyses				
(16) Send Fitnessgram information flyer home with students and follow-up via TeleParent to notify parents of the testing. Include information about how they can obtain a copy of their child's fitness report. Identify the date that the flyer and TeleParent message was sent for each campus. Automatically send a fitness report home for students with a Body Mass Index of 30 (obese) or greater.	Health/Physical Education Coordinator, Director of Public Information, Director of Health Services	Staff time, local funds	Information flyer developed and distributed				
(17) Consider how the current telephone system can be used to augment the public address system in aiding teachers and staff in sounding the alarm within the building should there be a need for emergency lockdown.	Director of Security & Operations, Director of Facilities	Staff time, local funds	Audit report and analyses				
(18) Consider the iPhone technology currently being tested at Austin Middle School for use at all elementary schools and select other campus sites throughout the district.	Director of Security & Operations	Staff time, local funds	Audit report and analyses				

Performance Objective 2: Assure that all students and employees feel safe at school and that students develop the ability to resist engaging in unsafe behaviors.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): 2009 PRIDE Survey Results: middle and high school students. Of the 13,800 6th through 11th graders, 11,300 took the PRIDE Survey. 19.1% reported being afraid another student will hurt them at school; 22.6% reported being hurt at school; 33.5% reported threatening a student at school; 31.2% reported hurting a student at school. 11,052 students responded to the question about gang involvement. 1,495 students reported involvement in gangs (13.5% of total responding).

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Continue audio health line for parents and students; information provided will assist parents and students in learning about health-related issues pertaining to alcohol and drug abuse, suicide, and other mental health issues of concern.	Director of P-12 Parent & Student Responsive Counseling Services, Director of Health Services, Health/Physical Education Coordinator	Staff time, local funds	Reports and analyses				
(2) Conduct the Pride Survey for students in grades 6-11. Information garnered will provide data for measuring success in a variety of safety and security strategies, and help shape future strategies.	Director of P-12 Parent & Student Responsive Counseling Services	Staff time, local funds	Reports and analyses				
(3) Provide crisis management team training for all counselors; this training is to be specifically designed for counselors relative to prevention, intervention, and postvention methodologies.	Director of P-12 Parent & Student Responsive Counseling Services, Counselors	Staff time, local funds	Training records				
(4) Provide suicide awareness training for all counselors; ensure that each counselor receives a minimum of four hours of training per year.	Director of P-12 Parent & Student Responsive Counseling Services	Staff time, local funds	Training records				
(5) Provide training pursuant to HB 121, the new date violence law, such that students, teachers, and counselors receive two hours of training per year.	Director of P-12 Parent & Student Responsive Counseling Services, Principals, Counselors	Staff time, local funds	Training records				
(6) Continue bullying prevention programs which target both physical bullying and cyberbullying for all grade levels.	Director of P-12 Parent & Student Responsive Counseling Services, Counselors	Staff time, local funds	Reports and analyses				
(7) Aggregate data into a Board report on bullying that includes how information is communicated to students and how students know to report occurrences to the counselor.	Director of P-12 Parent & Student Responsive Counseling Services, Counselors, Principals	Staff time, local funds	Data from campuses				
(8) Continue drug and alcohol awareness programs at elementary level through the guidance and counseling departments.	Director of P-12 Parent & Student Responsive Counseling Services, Counselors	Staff time, local funds	Reports and analyses				
(9) Conduct drug and alcohol awareness programs at select middle school grades through our guidance and counseling departments.	Director of P-12 Parent & Student Responsive Counseling Services, Counselors	Staff time, local funds	Reports and analyses				
(10) Conduct drug and alcohol awareness training for high school staff; ensure that each staff member receives at least one hour of training per year.	Director of P-12 Parent & Student Responsive Counseling Services, Counselors	Staff time, local funds	Training records				

11) Conduct on a more frequent basis on all secondary campuses unannounced drug dog searches to help prevent drug possession, distribution, and use at school. Also, on a more frequent basis, conduct metal-detector "wandering" to help detect gun possession at all secondary campuses.	Director of Security & Operations, Division Director of Campuse Operations PK-12, Principals	Staff time, local funds	Reports and analyses				
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 = Discontinue
  = No Progress
  = Some Progress
  = Considerable
  = Accomplished

2010-2011

PLAN FOR BOARD GOAL 2:

**Attendance and
Dropout Prevention**





Goal 2: Prepare students for education and life beyond high school, strive for an Exemplary district rating in the Texas Accountability System, meet federal and local standards by continuing to strengthen the curricula, implementing research-based best practices, and annually improving student achievement on each campus and district-wide.

Performance Objective 1: ATTENDANCE - Improve student attendance to 97% district-wide.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Review past years attendance reports. (2004-05) 95.6%, (2005-2006) 95.3%, (2006-2007) 95.1%, (2007-2008) 95.6%, (2008-2009) 95.7% +0.1% Of the 37 campuses, 5 had more than 97%, 32 had less than 97%. 9570 students had 97% attendance during the 2008-2009 school year, up from 9,096 students in 2007-08. Review incentives used by campuses. Review of attendance in PK revealed need for improvement. Review various programs available to at-risk and Career & Technical Education (CATE) students.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Provide "Best Practices" in-service for improving campus attendance and continue periodic meetings with data services to review effective practices. Develop summary of "Best Practices".	Director of Data Services, Division Director of Campus Operations PK-12, Selected Campus Attendance Clerks	Staff time August 2010, local funds. No additional personnel	Summary of Best Practices, sign-in sheets, improved attendance				
(2) Continue to provide innovative instructional programs and services to address needs of students with high absenteeism, (i.e., Career & Technical Education, Night School, TAPPS (Teenage Pregnant and Parenting Students), tutoring, summer school, Barbara Cardwell Prep. credit recovery, and PRS (Pregnancy Related Services).	Administration, Campus Attendance Personnel	Staff time, CTE funds, PEP grant funds, State Comp Ed funds, local funds, Title I-A funds	Increase enrollment in the instructional programs				
(3) Continue to recognize students with perfect attendance using certificates and recognitions. Expand recognition to include Exemplary Attendance (97% and above).	Campus Personnel, Division Director of Campus Operations PK-12, Director of Data Services and PEIMS	Local funds, campus activity funds	End-of-year report of Perfect Attendance and Exemplary Attendance recipients				
(4) Survey all campuses and provide list of successful attendance incentives to all campuses.	Division Director of Campus Operations PK-12	Staff time, local funds	Aggregate list shared with all campuses				
(5) Continue the process to update the accuracy of the demographic database. Ensure that all campuses review and verify correct data provided on the Age, Grade, and Residence (AGR) card submitted by parent at the beginning of the year. Review of TeleParent report of disconnected phones.	Campus Personnel	Staff time, local funds	Improved communication and accurate contact data on all students. Improvement in attendance percentages				

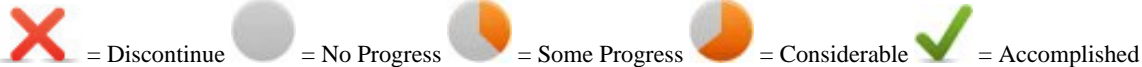
(6) Implement the "I'm Present" program in coordination with Parent and Student Services to provide counseling in lieu of a court case filed against student or parent. Explore the possibility to assign mentors to those students attending the "I'm Present" program.	Attendance Facilitator, Parent Involvement Coordinator, Compulsory Attendance Office	Staff time, local funds	Improved attendance and the reduction in cases in Truancy Court.				
(7) Campuses with a higher percentage of student enrollments in Fine Arts courses report lower dropout rates and higher attendance rates. A Performing Art course in the 6th grade is strongly encouraged to fulfill the middle school requirement of a fine arts credit. This model is a current success in IISD and assists in meeting the charge of IISD Board Goal 3 and Goal 2.	Campus Administration, Counselors, Director of Fine Arts, Coordinator of Fine Arts	Possible staffing increasing	Increased enrollment in performing arts and increased attendance				

 = Discontinue
  = No Progress
  = Some Progress
  = Considerable
  = Accomplished

Performance Objective 2: DROPOUT PREVENTION/HS COMPLETION - Maintain an annual dropout rate of less than 1% for 7th and 8th grade students. Increase the completion rate to 95% for grades 9-12.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Dropout Rates: Annual dropout rate for 7th and 8th grade students 2004-2005 0.2%, 2005-2006 0.1%; 2006-2007 0.2%, 2007-2008 0.1% Completion rate: Class of 2006 90.0%, Class of 2007 86.1, Class of 2008 85.9%

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Continue to monitor attendance procedures to ensure adequate time is allotted for researching excessive absences that could lead to student dropouts.	Principals, Attendance Clerks, PEIMS Coordinator	Staff time, local funds	Report submitted to the Division Director of Campus Operations PK-12 by Oct. 1				
(2) Ensure adequate time is provided for the attendance clerks and data clerks to follow-up on excessive absences that lead to dropouts; continue to monitor other duties assigned beyond the job description of those clerks responsible for attendance.	Principals, Division Director of Campus Operations PK-12, Director of Data Services and PEIMS	Staff time, local funds	Each campus shall generate a list of additional campus responsibilities beyond the job description and submit to the Division Director of Campus Operations PK-12 by September 3, 2010. Division Director of Campus Operations PK-12 will remind principals to limit other duties at least three times during the year, Agendas				
(3) Continue exit interview for students contemplating dropping out of school. Provide alternatives to dropping out of school and discussion of alternative programs.	Counselors, Attendance Clerks, Attendance Officers, Principals	Staff time, local funds	Developed exit interview on NCR paper and filed in student cum record				
(4) Continue to provide innovative instructional programs and services to address needs of students with high absenteeism, (i.e., AVID, Career & Technical Education, Night School, TAPPS (Teenage Pregnant and Parenting Students), tutoring, summer school, Barbara Cardwell Prep. credit recovery, and PRS (Pregnancy Related Services).	Administration, Campus Attendance Personnel	Staff time, CTE funds, Special Education funds, PEP grant funds, State Comp Ed funds, local funds, Title I-A funds	Increase enrollment in the instructional programs				
(5) Continue to implement the Irving ISD Dropout Prevention/Recovery Plan.	Irving ISD Dropout/Attendance Committee	Staff time, local funds	Lower dropout rate and higher high school completion rates				
(6) Inform students and parents of academic and support programs available to students at-risk of dropping out of school.	Campus personnel	Staff time, local funds	Lower dropout rate and higher high school completion / graduation rates				
(7) Develop and monitor plans to increase the graduation rate of LEP and homeless students and monitor the Continuous Improvement Plan for the graduation rate for the homeless students.	Campus Administrators, Director of Bilingual/ESL/Migrant, Director of P-12 Parent & Student Responsive Counseling Services	Staff time, local funds	Increase completion rate of LEP and homeless students				

(8) Encourage campuses to develop completion rates for LEP and homeless students in their Campus Improvement Plans.	Campus Staffs, Director of Bilingual/ESL/Migrant, Director of P-12 Parent & Student Responsive Counseling Services	Staff time, local funds	Improved completion rates				
(9) Encourage campuses to include a One Tip/Ten Minute Activity which emphasizes the importance of graduation at school functions (i.e. PTA/PTO, family nights, newsletters, website). At least one meeting might include the recognition of a community member who attended that campus and graduated from Irving ISD.	Principals, Various Campus Staff Members, Parent Involvement Coordinators	Staff time, local funds	Increase awareness opportunities for student involvement and success and parent involvement				
(10) Employee four Cohort Specialists to serve the five high school campuses (combine Jack E. Singley Academy and Baraba Cardwell Preparatory Center). The Specialists assist the high school campuses track cohort groups, analyze the cohort status and data, and recommend an action plan for individuals at risk of dropout within that cohort group.	Division Director of Campus Operations PK-12, Director of Data Services and PEIMS	Four additional staff positions at teacher salaries	Lower dropout rate, higher high school completion / graduation rates.				
							

2010-2011

**PLAN FOR BOARD GOAL 2:
Core Academic Performance**

Mathematics

Language Arts

Science

Social Studies

Performance Objective 3: MATH ACADEMIC PERFORMANCE - A. At least 80% mastery of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantaged) and 30% commended on the Texas Assessment of Knowledge and Skills in Math in order to meet state accountability requirements and federal accountability guidelines as defined in No Child Left Behind. **B.** Increase the number of AP Mathematics tests with a score of 3 or higher to 50% for the district and decrease the number of tests with a score of 1 to 10%. **C.** Increase performance so that the average score for all students on SAT Mathematics is at or above 500 and at or above 21 on ACT Mathematics; increase the number of National Merit Scholarship commended students, semi-finalists, finalists, and scholars.

Summative Evaluation: (2008-2009); **NEEDS ASSESSMENT** (2010-2011): Use data from: (1) Irving ISD TAKS Met Standard 2005 to 2009; (2) AP Performance data; District 2001-2009; (3) AP Performance by Course Content Area 2007-2009; (4) SAT Scores by Year; and (5) ACT Scores by Year. Federal AYP: A total of 3 secondary schools missed AYP in 2009. No elementary schools missed AYP. The standards are moving to 80% in reading/ELA and 75% in math for 2011.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Implement a 3-Tier, comprehensive math program that emphasizes critical thinking and problem-solving to provide individualized support and additional time for students who need it.	Elementary and Secondary Math Coordinators, Special Services Coordinators, Director of Gifted & Talented/Advanced Academics, Technology Coordinators	Staff development, supplemental math programs, assessment tools, tutors, local funds, Title II-A funds, Title I-A funds, Title I-A Stimulus funds, State Comp Ed funds	Evaluation of needs assessment, walk-through evaluations, classroom observations				
(2) Conduct vertical alignment of K-12 mathematics curriculum, addressing all strands but place special emphasis on algebraic reasoning and measurement.	K-12 Teachers, Campus Administrators, District Coordinators, Division Directors of Elementary and Secondary Teaching & Learning	Teacher funding for curriculum alignment/development; dedicated time for coordinators to conduct curriculum alignment, Title II-A funds, Title I-A Stimulus Funds	District and state assessments utilizing D2SC, curriculum documents				
(3) Provide ongoing, comprehensive professional development opportunities for all teachers in exemplary instructional practices.	Division Director of Staff Development, Elementary and Secondary Coordinators, Campus Administrators, Division Directors of Elementary and Secondary Teaching & Learning, Director of Gifted & Talented/Advanced Academics	Training materials and teacher training, local funds, Title II-A funds, Title I-A funds, Title I-A Stimulus funds, IDEA-B Stimulus funds	PDAS, walk-throughs, classroom observations				
(4) Implement research-informed instructional methods to improve learning of algebraic reasoning and measurement, including but not limited to methods used in Algebra 1.	K-12 Teachers, Campus Administrators, Elementary and Secondary Coordinators, Division Directors of Elementary and Secondary Teaching & Learning	Staff time, local funds, State Comp Ed funds	District and state assessments, classroom observations, PDAS, walk-throughs				
(5) Assess and monitor mathematics learning using TEKSchecks data and Quickchecks, AMI data, and common formative standards assessments. Re-teach students based on proficiency with research-based strategies such as manipulatives.	K-12 Teachers, Elementary and Secondary Coordinators, Division Directors of Elementary and Secondary Teaching & Learning	Teaching materials, teacher and administration compensation, local funds, Title I-A funds, State Comp Ed funds	TAKS math scores and/or district assessments				

(6) Provide Extended Year programs for students grades 5 and 8 who are identified as at risk in mathematics.	Extended Year Teachers and Administrators, Campus Administrators, District Directors, District Coordinators	Teaching materials, teacher and administration compensation, Title 1-A funds, local funds, State Comp Ed funds	TAKS math scores and/or district assessments				
(7) Develop TEKS-based technology integrated lessons at levels 3 or above on the LoTI (Levels of Technology Implementation) scale.	PK-12 Teachers, District Coordinators, Campus Administrators, Division Director of Staff Development	PLCs, Instructional resources, ITS support, local funds	STAR chart, lesson plans, walk-throughs				
(8) Increase the appropriate use of graphing technology for conceptual development in grades 6-12.	Secondary Math Coordinators, Special Services Coordinators, Technology Coordinator	Graphing calculators, training materials, computer software, local funds, Tech Allotment funds	District and state assessments, PDAS, walk-throughs classroom observation				
(9) Integrate applicable Career & Technical Education (CTE) programs with math curriculum to make real world connections.	High School Math Coordinator, Director of Career & Technical Education, High School Math Teachers, High School Career Education Technology Teachers, Director of Gifted & Talented/Advanced Academics	CTE funds, dedicated planning time for teachers, training on integration, models of successful programs, local funds	TAKS, lesson plans, walk-throughs, PBMAS				
(10) Provide just-in-time math content training that meets individual student needs, builds capacity among teacher leaders, and uses data to make instructional decisions.	Division Director of Staff Development, Division Directors for Elementary and Secondary Teaching & Learning, District Coordinators, Campus Administrators	Teacher training and materials, local funds, Title II-A funds, Title I-A funds	Participation in training				
(11) Implement accommodations, co-teaching inclusion support and intervention to accelerate special education students not demonstrating mastery of grade level mathematics TEKS.	Special Services Coordinators, Elementary and Secondary Math Coordinators, Division Directors for Elementary and Secondary Teaching & Learning, Special Services Directors, Division Director of Staff Development	Teacher training and materials, local funds, IDEA-B Stimulus funds	District and state assessments, PDAS, walk-throughs, classroom observation				
(12) Integrate the English Language Proficiency Standards to build academic language proficiency in mathematics.	Elementary and Secondary Math Coordinators, Bilingual/ESL Coordinators	Teacher training and materials, local funds	D2SC, TELPAS				
(13) Expand First Steps training to elementary and middle school teachers of mathematics.	Elementary and Secondary Coordinators	Local funds, Title I-A funds	Participation in staff development, improved student achievement				
(14) Prepare teachers for transition to STAAR exams to be given in the 2011-2012 school year, especially in high school.	Elementary and Secondary Mathematics Coordinators, Director of Staff Development	Staff Development, local funds	Attendance at training				
(15) Implement the Intensive Summer Grant Program (ISP) to provide support in Algebra I for struggling 8th grade students transitioning into high school.	Director of Grant Services, ISP Grant Coordinator, Division Director of Secondary Teaching & Learning	Intensive Summer Program Grant funds	Algebra I scores, failure rates				

(16) Assign Campus Mentor Teachers for each beginning teacher.	Division Director of Staff Development, Division Directors for Elementary and Secondary Teaching & Learning, District Coordinators, Campus Administrators, Beginning Teacher Induction and Mentoring Program Coordinator (BTIMP)	Contingent upon funding from Mentor and Beginning Teacher Training Materials required in the Beginning Teacher Induction Mentoring Program (BTIMP Grant), local funds	BTIMP Grant documentation, administrators observations				
(17) Identify priority-for-services migrant students who need supplemental interventions.	Director for Bilingual/ESL/Migrant, Migrant Facilitator	Migrant Priority-For-Services report, D2SC report, TAKS scores and other data, Title I-C funds	Priority-for-Services New Generation System (NGS) Report and interventions report				
(18) Review College Readiness Standards and determine impact on district math curriculum and instruction.	Director of Gifted & Talented/Advanced Academics, Director of P-16 Parent & Student Academic & Career Counseling Services, Secondary Math Coordinators	Staff time, local funds, Title II-A funds	Curriculum documents				
(19) Clearly communicate expectations of AP course requirements by a variety of methods to teachers, counselors, parents and students prior to enrollment in the courses. Emphasize importance of scoring at least a 3 or higher on the AP course exam (e.g., possible scholarships, college course credit).	Director of P-16 Parent & Student Academic & Career Counseling Services, Director of Gifted & Talented/Advanced Academics	Staff time, class time, district website, district TV channel, local funds	Meeting agendas, web products, TV products, AP exam scores				
(20) Continue to ensure vertical alignment and establish consistent standards and expectations in the Pre-AP and AP curriculum; continue to use results of AP audit and AP exam to identify courses that need support.	Director of Gifted & Talented/Advanced Academics, Pre-AP & AP Teachers, 3-5 Teachers	Staff time, local funds	Curriculum documents, AP action plan				
(21) Continue to emphasize the value of successful performance on the SAT, ACT and the PSAT/NMSQT through parent information workshops as well as local and District media.	Principals, Counselors, Director of P-16 Parent & Student Academic & Career Counseling Services	Staff time, time/space in local and district media, district website, local funds	Samples of promotional materials				
(22) Gather online input from current seniors on district practices that encouraged or discouraged student performance on college entrance exams.	Principals, Lead and Senior Counselors	Staff time, technology support, local funds	Online survey results				
(23) Counsel individual students with the potential to qualify in the National Merit Scholarship Competition and provide appropriate interventions based on the results of the 8th grade Redistep, 9th grade Explore, and 10th grade PSAT/NMSQT for students.	Director of P-16 Parent & Student Academic & Career Counseling Services, Director of Gifted & Talented/Advanced Academics	Staff time, local funds, State Comp Ed funds	Improved National Merit Scholarship Competition results and SAT scores				

(24) Make use of data from PSAT in evaluating the IISD high school curriculum and strengthen links between IISD general/Pre-AP curricula and college admissions tests.	Division Director of Secondary Teaching & Learning, Secondary Coordinators	Staff time, curriculum writing, local funds	Curriculum resources reflect PSAT and TAKS				

Performance Objective 4: READING/ELA ACACEMIC PERFORMANCE - A. At least 91% mastery of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantaged) and 25% commended on the Texas Assessment of Knowledge and Skills in Reading/English Language Arts in order to meet state accountability requirements and federal accountability guidelines as defined in No Child Left Behind. **B.** Increase the number of AP English tests with a score of 3 or higher to 40% for the district and decrease the number of tests with a score of 1 to 10%. **C.** Increase performance so that the average score for all students on SAT verbal is at or above 461 or at or above 20 on ACT reading and English sections; increase the number of National Merit Scholarship commended students, semi-finalists, finalists and scholars.

Summative Evaluation: (2008-2009); **NEEDS ASSESSMENT** (2010-2011): Use data from: (1) Irving ISD TAKS Met Standard 2005 to 2009; (2) AP Performance data; District 2001-2009; (3) AP Performance by Course Content Area 2007-2009; (4) SAT Scores by Year; and (5) ACT Scores by Year. Federal AYP: A total of 3 secondary schools missed AYP in 2009. No elementary schools missed AYP. The standards are moving to 80% in reading/ELA and 75% in math for 2011.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Expand differentiated training in Balanced/Content Literacy for teachers to include grades PK-12.	Trainers, Elementary Coordinators, Secondary ELA Coordinators	Presentations by literacy experts, state resources, curriculum guides, teachers, principals, local funds, Title II-A funds	Literacy strategies integrated in curriculum, classroom observations, implementation of recommendations, administrative walk-throughs, interim monitoring results				
(2) Continue guided reading strategies and techniques, using fiction and nonfiction texts in all K-12 classrooms.	All teachers, Instructional Coordinators, Campus Administrators	Adopted and supplementary materials, local funds, Balanced Literacy Trainers, District Instructional Coordinators	Classroom observations, improved state and district assessments				
(3) Continue a 3-Tier, comprehensive reading program that uses balanced literacy and focused interventions to meet student needs.	Trainers, Read Right Tutors, Reading Coordinator, Appropriate Coordinators	Support fee, local funds, Title I-A funds, State Comp Ed funds, Title I-A Stimulus funds	State assessments, Read Right Reports, Gates- MacGinite, TPRI/Tejas Lee, WRAP				
(4) Update training-of-trainers of Thinking Maps so new teachers in grades PK-12 learn to use Thinking Maps as a tool to enhance critical thinking and experienced teachers have campus-based support.	Trainer-of-Trainers, Staff Development	Provide Training-of-Trainers, materials, stipends, consultant fee, Title II-A funds, local funds	Students using thinking maps in all areas, classroom observation, school walk-throughs, feedback to new teachers				
(5) Continue support for Irving teachers to gain certifications and learn effective teaching strategies for English Language Learners (e.g., ESL TExES prep-courses and ARISE training).	Bilingual/ESL Department, Trained Teachers, Principals	Provide training-of-trainers and materials, local funds, Title I-A funds, ARISE Professional Development, ESL Texas Prep	Classroom observations, support by ESL teachers and ESL coordinators, number of ESL certified teachers, number of teachers attending ARISE training				

(6) Provide continued assessment and monitoring of students learning in English Language Arts.	Elementary and Secondary Coordinators, K-8 Trainers, Department of Planning, Evaluation and Research, Campus Administrators, Teachers	Online assessment tool, TEKS checks and Quickchecks for grades 2-11, LAP-3 or LAP-E for PK, TPRI, and Tejas Lee, local funds, Title II-A, Title I-A	State and district assessment				
(7) Provide opportunities for at-risk and ELL students in grades PK-12 through Extended Day and/or Extended Year Programs.	Department of Special Services, All Coordinators	Local funds, Title I-A funds, Title III funds, OEYP (Optional Extended Year) Funds	Pre/Post tests, state and district assessments				
(8) Emphasize the inclusion of reading fiction and non-fiction texts, technical and real-world reading in differentiated reading strategies training.	ESL, Secondary ELA Coordinators, Library Resources	Contracted consultants, Title II-A funds, Library Resources, local funds	TELPAS scores, state assessment, lesson plans, curriculum documents, classroom observations				
(9) Develop TEKS-based projects at levels 3 or above of the LoTI scale for submission to Tech Fusion.	Teachers, Technology Coordinators, Campus ITs, Campus Administrators	Local funds	Tech Fusion submissions, administrative walk-throughs, coordinator observations				
(10) Maintain and monitor Time and Teaching Model in all elementary bilingual classrooms with an emphasis on Reading/English Language Arts instruction.	Campus Administrators, All Elementary Coordinators	Local funds	TELPAS scores, Woodcock Munoz scores, Lexile Levels, lesson plans, and walk-throughs				
(11) Enhance the effectiveness of Professional Learning Communities to facilitate literacy teaching and learning in grades PK-12.	Division Director of Staff Development, Division Directors of Elementary and Secondary Teaching & Learning, District Coordinators, Campus Administrators	Training materials, local funds, Title II-A funds	Participation in PLCs, PLC documents (meeting agendas, data, lesson plans, parent contacts)				
(12) Continue dyslexia program at each elementary and secondary campus. Continue implementation of dyslexia services for Spanish speakers.	Coordinator of Dyslexia Program, teachers of students with dyslexia	Materials, teacher training, local funds	State and district assessments				
(13) Implement accommodations, co-teaching, inclusion support and interventions to accelerate special education students not demonstrating mastery of grade-level TEKS.	Appropriate Coordinators, Division Directors for Elementary and Secondary Teaching & Learning, Special Services Directors, Division Director of Staff Development, Campus Administrators	Teacher training and materials, local funds, IDEA-B Stimulus funds, IDEA-B funds, AIMS Web	State and district assessments, PDAS, classroom observations				
(14) Implement English Language Proficiency Standards into language arts in the PK-12 curriculum.	All Elementary Coordinators, Language Arts/Social Studies PK-12 Classroom Teachers, Gifted & Talented Coordinator	Funds for curriculum writers, local funds	Curriculum documents, classroom observations				
(15) Implement Intensive English Instruction for students in grades 3-12 as part of the English Language Proficiency Standards.	Elementary & Secondary Language Arts Coordinators, Bilingual/ESL coordinators, Language Arts teachers	Provide training, materials, local funds, State Comp Ed funds	Curriculum documents, classroom observations, PDAS, TELPAS results				

(16) Continue training on Write Traits strategies for grades K-5.	Elementary Coordinators	Provide training, materials, local funds	TAKS writing scores, writing portfolios, state assessments				
(17) Continue training in Write for the Future for grades 6-12.	Secondary Language Arts Coordinators	Provide training, materials, local funds	TAKS writing scores, writing portfolios, state assessments				
(18) Continue focus on the writing process in K-12 and bolster writing to include equal emphasis on the four modes of writing to prepare students for college readiness (narrative, expository, persuasive, descriptive).	Elementary and Secondary Coordinators, Campus Administrators	Staff time, local funds	Curriculum documents, student composition folders				
(19) Continue progress monitoring of student writing in grades K-12.	Elementary and Secondary Coordinators, Campus Administrators	Staff time, local funds	Evaluation of student composition folders				
(20) Continue to ensure vertical alignment and establish consistent standards and expectations in the Pre-AP and AP curriculum; continue to use results of AP audit and AP exam to identify courses that need support.	Director of Gifted & Talented/Advanced Academics, Secondary Coordinators, Campus Administrators, Pre-AP & AP teachers, 3-5 teachers	Staff time, local funds	Curriculum documents, AP exam scores				
(21) Provide ongoing, comprehensive, professional development opportunities for teachers that address the use of effective instructional strategies within the Pre-AP, AP and general education curriculum including AVID(WICR) strategies.	Director of Gifted & Talented/Advanced Academics, Division Director of Staff Development, Division Director of Planning, Evaluation and Research, Secondary Coordinators, Campus Administrator, Campus AVID Coordinator	Funding for Pre-AP professional development, local funds	Records of teacher participation in Pre-AP and AP professional development				
(22) Make use of data from Explore, Readistep, and PSAT in evaluating the IISD high school curriculum and strengthen links between IISD general, Pre-AP, and AP curricula.	Division Director of Secondary Teaching & Learning, Director of Gifted and Talented/Advanced Academics, Secondary Coordinators	Staff time, curriculum writing, local funds	Curriculum resources reflect question types from these examinations as well as TAKS				
(23) District will continue to target reading level expectations for the end of grades K-2 for both English and Spanish students.	Elementary ELA and Bilingual/ESL Coordinators, Reading Coordinator, Division Director of Elementary Teaching & Learning	Staff time, local funds	Curriculum documents, ARI documents				
(24) Analyze the four facets of College Readiness Standards and incorporate them into the K-12 English Language Arts Curriculum: 1) key cognitive strategies, 2) key content knowledge, 3) academic behaviors, and 4) contextual skills and awareness.	Director of Gifted & Talented/Advanced Academics, Director of P-16 Parent & Student Academic and Career Counseling Services, Secondary ELA Coordinators	Staff time, local funds	Curriculum documents				

(25) Provide ongoing, comprehensive, professional development opportunities on PSAT/SAT for teachers that address the use of effective instructional strategies within the Pre-AP, AP and general classroom.	Director of Gifted & Talented/Advanced Academics, Division Director of Staff Development, Division Director of Planning, Evaluation and Research, Secondary Coordinators	Local funds, Title II-A funds	Records of teacher participation in professional development				
(26) Identify priority-for-services (PFS) migrant students who need supplemental interventions and monitor their progress.	Campus Administrators, Instructional Specialists, Migrant Facilitators, Appropriate Coordinators, Director of Bilingual/ESL/ Migrant	Migrant PFS report, D2SC report, TAKS scores and other data, Title I-C funds	Priority-for-Services NGS Report, interventions report				
(27) Collaborate cross curricularly to establish common terminology regarding processes such as the reading process, writing process, research process, scientific process and mathematical language.	Instructional Coordinators, Division Directors for Elementary and Secondary Teaching & Learning, Special Services Directors, Division Director of Staff Development, Campus Administrators, Director of Gifted and Talented/ Advanced Academics	Staff time, local funds	Vertical teaming, Professional Learning Communities				
(28) Prepare teachers for transition to STAAR and End-of-Course exams to begin in the 2011-2012 school year.	Coordinator of Assessments, Elementary and Secondary Coordinators, Division Directors, Division Director of Staff Development	Staff development	Attendance in staff development				
(29) Begin to establish a consistent vocabulary program across secondary (middle and high school) English Language Arts that focuses on Greek and Latin roots, prefixes and suffixes.	Secondary ELA Coordinators, Division Director of Secondary Teaching & Learning	Professional development and local funds	Curriculum documents				
(30) Establish consistent communication and support for dual credit courses between IISD and North Lake Community College.	Campus Administrators, Division Director of Secondary Teaching & Learning, Director of P-16 Parent & Student Academic & Career Counseling Services	Staff development	Student enrollment, student transcripts, curriculum documents				

Performance Objective 5: SCIENCE ACADEMIC PERFORMANCE - A. At least 75% of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantaged) will master the Texas Assessment of Knowledge & Skills and at least 20% will score commended. **B.** At least 25% of AP Science exams will have a score of 3 or higher and 50% or fewer AP Science exams will have a score of 1 for the district.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Use data from: (1) Irving ISD TAKS Met Standard 2005 to 2008; (2) AP Performance data; District 2001-2008; (3) AP Performance by Course Content Area 2007-2008; (4) SAT Scores by Year; and (5) ACT Scores by Year. Federal AYP: A total of 3 secondary schools missed AYP in 2009. No elementary schools missed AYP. The standards are moving to 80% in reading/ELA and 75% in math for 2011.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Provide training for PK-12 science teachers in order to integrate literacy into science content with emphasis on scientific vocabulary, technical reading, and critical thinking.	Appropriate Coordinators, Principals and Staff, Director of Instructional Technology, Division Director of Staff Development, Instructional Specialists, Coordinators of Gifted & Talented/ Advanced Academics	Training, materials required for training, local funds, Title II-A funds, Title I-A Stimulus funds	Staff development schedule, participant evaluation, administrative walk-throughs, coordinator observations				
(2) Continue staff development that provides strategies and tools to ensure hands-on, inquiry-based, high-level learning for the science program which meets the recommended and/or required percentages of classroom/laboratory and field investigations as indicated in the 2010-2011 science TEKS: 80% in grades K-1, 60% in grades 2-3, 50% in grades 4-5, and 40% in grades 6-12.	Appropriate Coordinators, Principals, Lead Teachers, Instructional Specialists and Coaches, Talented & Gifted/Advanced Academics Coordinators	Hands-On Science Center, Professional Development, College Board Training, local funds	TEKS checks in grades 3-12, Science Unit Tests in grades K-5, state science assessments, administrative walk-throughs, coordinator observations				
(3) (A) PK-5: Continue training in and integration of appropriate 21st century science resources to develop lessons integrating technology at a LoTI level 3 (Level of Technology Integration) or higher. (B) 6-12: Continue training in and integration of appropriate 21st century science resources such as data loggers, probeware, Gizmos, and career and technical educational programs to develop lessons integrating technology at a LoTI level 3 (Level of Technology Integration) or higher.	Science Coordinators, Principals, All Teachers, Instructional Specialists, ITSSs, Technology Coordinators	Science and Technology Equipment, Professional Development, local funds	Tech Fusion submissions, administrative walk-throughs, coordinator observations				
(4) Facilitate the use of Thinking Maps, Interactive Word Walls, interactive notebooking, and metacognitive strategies (i.e., Marzano's Nine, Costa's Habits of Mind) into the science curriculum.	PK-12 Teachers, Appropriate Coordinators, Gifted & Talented Coordinator, Instructional Specialists	Science kits, notebooks/journals, vocabulary lists, software, local funds, Title II-A funds	Administrative walk-throughs, coordinator observations, curriculum documents				

(5) Continue formative and summative assessments to guide and inform reteaching: TEKSchecks in grades 3-12, Quickchecks, Science Unit Tests in grades K-5, Semester Exams in grades 6-12, and End-of-Course tests.	K-12 Teachers, Administrators, Science Coordinators, Department of Planning, Evaluation and Research	Printing costs of 3-5 Science Unit Tests, and 3-12 TEKSchecks, 6-12 Semester Exams, and End-of-Course Exams, local funds, Title II-A, Title I-A	Administrative verification of post-test scores and reporting of results				
(6) Maintain appropriate accommodations, co-teaching, inclusion support, and remediation activities to accelerate special needs students not demonstrating mastery.	General Classroom Teachers, ESL and Bilingual Teachers, Administrators, Instructional Specialists, Special Education Teachers, Appropriate Coordinators, Special Education Coordinators	Science units, Science textbooks, Blackboard, Hands-On Science Center science equipment and lab materials, D2SC, Gizmos (6-12), local funds, IDEA-B Stimulus funds, tech allotment	Student grades, formative assessments, TEKSchecks in grades 3-12, Science Unit Tests in grades K-5, semester exams in grades 6-12, 3D-2D in grades 3-5				
(7) Continue to provide stipends for science teachers who complete ARISE training (PK-12 teachers) and for WIISDMS (6-12 teachers) and monitor implementation. ARISE = Academic Resources & Instructional Strategies for Educators. WIISDMS = Weaving Innovative Instructional Strategies Using Data in Math and Science	Bilingual/ESL Department, District Coordinators, Trained Teachers, Principals, Division Director of Staff Development	Provide training and materials, local funds, Title III funds	Classroom observations, PBMAS (Performance Based Monitoring Analysis System) Plan, training attendance sheets, Staff Development transcripts				
(8) Structure Professional Learning Communities at the district level so that PK-8 Science Coordinators, Secondary Science Coordinator, and/or K-12 Science Curriculum Writers meet vertically for collaboration each semester.	Division Director of Staff Development, Division Directors for Elementary and Secondary Teaching & Learning, PK-8 Science Coordinators, Secondary Science Coordinator, Director of Gifted & Talented/Advanced Academics	Training materials, local funds, Title II-A funds, Title I-A Stimulus funds	Participation in PLCs				
(9) Assign Campus Mentor Teachers for each beginning teacher while grant funding is available.	Division Director of Staff Development, Division Directors for Elementary and Secondary Teaching & Learning, Appropriate Coordinators, Campus Administrators, Beginning Teacher Induction and Mentoring Program Coordinator (BTIMP)	If funded: Mentor and Beginning Teacher Training Materials required in the BTIMP Grant, local funds	BTIMP Grant documentation, administrators observations				
(10) Clearly communicate expectations of AP Science course requirements by a variety of methods to teachers, counselors, parents and students prior to enrollment in the courses.	Director of P-16 Parent & Student Academic & Career Counseling Services, Director of Gifted & Talented/Advanced Academics	Class time, district website, district TV channel, local funds	Meeting agendas, web products, TV products, AP exam scores				
(11) Facilitate PLCs to ensure vertical alignment and establish consistent standards and expectations in the Pre-AP and AP Science curriculum; continue to use results of AP audit and AP exam to identify courses that need support.	Director of Gifted & Talented/Advanced Academics, 6-12 Pre-AP and AP Teachers, 3-5 Teachers, Coordinators of Gifted & Talented/Advanced Academic, Appropriate Coordinators	D2SC, training materials for PLCs, local funds, Title II-A funds	Participation in PLCs curriculum documents, AP exam scores				

(12) Provide ongoing, comprehensive, professional development opportunities for teachers that address the use of effective instructional strategies within the Pre-AP, AP and general Science curriculum. Identify and work to remove financial and other barriers to teacher attendance at high quality AP staff development programs.	Director of Gifted & Talented/Advanced Academics, Division Director of Staff Development, Gifted & Talented/Advanced Academics Coordinators, Appropriate Coordinators	Funding for Pre-AP professional development, local funds	Records of teacher participation in Pre-AP and AP professional development				
(13) Analyze the four facets of college readiness and incorporate them into the 6-12 science curriculum: 1) key cognitive strategies, 2) key content knowledge, 3) academic behaviors, and 4) contextual skills and awareness.	Director of Gifted & Talented/Advanced Academics, Director of P-16 Parent & Student Academic & Career Counseling Services, PK-8 Science Coordinators, Secondary Science Coordinator	Staff time, local funds, Title II-A funds, Title I-A Stimulus funds	Curriculum documents				
(14) Identify Priority-For-Services (PFS) migrant students who need supplemental interventions and monitor their progress.	Campus Administrators, Instructional Specialists, Migrant Facilitators, Appropriate Coordinators, Director of Bilingual/ESL/Migrant	Migrant PFS report, D2SC report, TAKS scores and other data, Title I-C funds	Priority-For-Services NGS Report and interventions report				
(15) Continue to integrate the required English Language Proficiency Standards (ELPS) as an integral part of science curriculum.	Coordinators, Division Directors for Elementary and Secondary Teaching & Learning, Special Services Directors, Division Director of Staff Development, Campus Administrators	Funds for curriculum writers, teacher training and training materials, local funds	Curriculum documents, participation in staff development				
(16) Provide training for K-12 science teachers that addresses the new 2010-2011 Science TEKS and newly revised science curriculum.	PK-8 Science Coordinators, Secondary Science Coordinator, Division Director of Staff Development, Division Directors of Elementary and Secondary Teaching and Learning	Local funds	Staff development schedule				
(17) Facilitate opportunities for authentic learning such as field trips and virtual field trips (ex. Irving ISD Planetarium, LLELA-Lake Lewisville Environmental Learning Area, Global Learning).	PK-8 Science Coordinators, 9-12 Science Coordinators, Division Directors of Elementary and Secondary Teaching & Learning, Instructional Technology Specialists, PK-12 Science Teachers, Campus Administrators	Local funds	Administrative walk-throughs, coordinator observations, curriculum documents				
(18) Prepare teachers for transition to STAAR/EOC exams to be given in the 2011-2012 school year, especially in high school.	PK-8 Science Coordinators, Secondary Science Coordinators, Director of Staff Development	Staff Development, local funds	Attendance at training				



= Discontinue



= No Progress



= Some Progress



= Considerable



= Accomplished

Performance Objective 6: SOCIAL STUDIES ACADEMIC PERFORMANCE: (A) At least 94% mastery of all students and student subgroups (African American, Hispanic, White, and Economically Disadvantaged) and 40% commended on the Texas Assessment of Knowledge and Skills in Social Studies. (B) Increase AP Social Studies scores of 3 or higher to 22% and decrease the scores of 1 to 50%.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Use data from: (1) Irving ISD TAKS Met Standard 2005 to 2009; (2) AP Performance data; District 2001-2009; (3) AP Performance by Course Content Area 2007-2009; (4) SAT Scores by Year; and (5) ACT Scores by Year. Federal AYP: A total of 3 secondary schools missed AYP in 2009. No elementary schools missed AYP. The standards are moving to 80% in reading/ELA and 75% in math for 2011.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Vertically align PK-12 Social Studies course of study based on the strands of history, geography, government, economics, citizenship, culture, science, technology, society, and social studies skills to provide continuity and reduce learning gaps.	Social Studies Coordinator, Curriculum Writing Team	Stipends for PK-12 curriculum writing team, local funds, Title II-A funds, Title I-A Stimulus funds	D2SC curriculum				
(2) Identify and select effective research-based methods and materials of Social Studies instruction and provide professional development (such as Thinking Maps, foldables, questioning strategies, flexible grouping, writing and vocabulary for teachers PK-12 methods), using Professional Learning Communities and data to continuously improve.	Social Studies Coordinator, Grade Level Leaders and Department Chairs, Division Director of Staff Development	Professional development trainers, local funds, Title II-A funds	Professional development evaluations, administrative walk-throughs, improved TAKS scores, TELPAS				
(3) Reinforce and promote the use of technology for research by utilizing primary sources, video-streaming and current issues to assist students in developing TEKS-based projects at the LoTI levels 3 and above.	Social Studies Coordinator, PK-12 Social Studies Teachers, Technology Coordinators, Director of Instructional Technology	Technology Media Centers, local funds, Tech Allotment funds	Administrative walk-throughs, Tech Fusion Submissions, coordinator observations, lesson plans				
(4) Administer TEKS checks and other formative and summative assessments to drive re-teaching of students who do not master the material.	Department of Gifted & Talented, Bilingual/ESL Department, District Coordinators, Technology Department, Campus ITSS, Department of Evaluation, Planning and Research, Special Education, Social Studies Coordinator	Combined funding, printing tests, scantron sheets, local funds	D2SC reports				
(5) Deliver differentiated professional development for social studies teachers based on experience and individual needs that include ARISE training, LoTI training, 21st Century resources, History Alive! training, Pre-AP and AP training, flexible grouping and use of Professional Learning Communities to continuously improve delivery of instruction.	Division Director of Staff Development, Division Directors for Elementary and Secondary Teaching & Learning, District Coordinator, Campus Administrators, Department Chairpersons	Surveys to accommodate possible areas of need, local funds, Title II-A funds, UNT Social Studies grant funds	Attendance in district distributive learning sessions				

(6) Implement accommodations inclusion support, coaching, and intervention to accelerate special education students and English Language Learners (ELLs) not demonstrating mastery of grade level TAKS.	Special Services Coordinators, Elementary and Secondary Math Coordinators, Division Directors for Elementary and Secondary Teaching & Learning, Special Services Directors, Division Director of Staff Development	Teacher training and materials, local funds, IDEA-B Stimulus funds	State and district assessments, PDAs, walk-throughs, classroom observation				
(7) Use primary sources in all grade levels for research and product development to enhance DBQ preparation.	Social Studies Coordinator, PK-12 Teachers, Advanced Academics Coordinator	Primary sources, local funds	D2SC curriculum				
(8) Continue to add historical fiction, nonfiction and leveled readers to literacy rooms as well as providing model lessons in D2SC.	Social Studies Coordinator, Elementary Principals, Elementary Coordinators	Funding to purchase readers, stipends for curriculum writing team, local funds, Title I-A funds, Title II-A funds	D2SC curriculum and reports				
(9) Connect the history of various ethnic groups' home countries to Texas and United States history courses.	Social Studies Coordinator, Curriculum Writing Team	Stipends for curriculum writing team, Title II-A funds, Title I-A Stimulus funds	D2SC curriculum				
(10) Continue to provide ongoing AP and Pre-AP Social Studies professional development for secondary teachers as recommended by AP Social Studies Action Plan.	Social Studies Coordinator, Staff Development Coordinators, Advanced Academics Coordinator	Presenters and materials, conference registrations as needed, local funds	D2SC curriculum, increase in 3s, 4s, and 5s for AP scores				
(11) Continue to support and implement AVID strategies.	Director of Gifted & Talented/Advanced Academics and AVID	Presenters and materials, conference registrations as needed, local funds, Title I-A Stimulus funds	Increase in AP scores and district assessments				
(12) Continue vertical alignment Social Studies professional learning communities for grades 4-9 to include Pre-AP strategies.	Social Studies Coordinator, Elementary Coordinator, Advanced Academics Coordinator	Supplemental printed resources, local funds, Title II-A funds	Participation in PLCs				
(13) Continue cognitive coaching conversations with district and campus administrators, AP teachers, and AP students.	Director of Gifted & Talented/Advanced Academics, Advanced Academics Coordinator	Staff time, local funds	D2SC curriculum, increase in 3s, 4s, and 5s for AP scores				
(14) Expand AP Super Saturdays beyond AP US History and AP World History to include AP Government, and AP Economics.	Social Studies Coordinator, Advanced Academics Coordinator	Funding for presenters, local funds	Increase in 3s, 4, and 5s for AP scores				
(15) Add class sets of historical fiction readers to 8th grade social studies and World Geography curriculum.	Social Studies Coordinator	Funding for readers, local funds	D2SC curriculum				
(16) Develop Social Studies curriculum for grades K-3 to be separate from Language Arts curriculum.	Social Studies Coordinator, Elementary Coordinators	Funding for curriculum writers, local funds, Title IIA funds, Title I-A Stimulus funds	D2SC curriculum				

(17) Focus on College and Career Readiness Standards to impact district Social Studies curriculum and instruction.	Director of Gifted & Talented/Advanced Academics, Director of P-16 Parent & Student Academic & Career Counseling Services, Secondary Social Studies Coordinator	Staff time, local funds, Title I-A Stimulus funds	Curriculum documents				
(18) Continue to identify priority-for-services migrant students who need supplemental interventions.	Director of Bilingual/ESL/Migrant, Migrant Facilitator	Migrant PFS report, D2SC report, TAKS scores and other data, Title I-C funds	Priority for Services NGS Report and interventions report				
(19) Continue to implement the required English Language Proficiency Standards (ELPS) as an integral part of Social Studies curriculum.	Appropriate Coordinators, Division Directors for Elementary and Secondary Teaching & Learning, Special Services Directors, Division Director of Staff Development, Campus Administrators	Funds for curriculum writers, teacher training and training materials, local funds	Curriculum documents, participation in staff development				
(20) Ensure all 6th, 7th, and 8th grade social studies students have access to Pre-AP social studies classes.	Social Studies Coordinator, Advanced Academics Coordinator, Division Director for Secondary Teaching & Learning	Funds for Pre AP teacher training, materials, curriculum writers, local funds	Curriculum documents, participation in staff development				
(21) Coordinate vertical collaboration and training twice each year between 5th and 6th grade social studies teachers to introduce Pre-AP strategies to 5th grade students.	Social Studies Coordinator, Advanced Academics Coordinator, 5th and 6th grade teachers, Elementary ELA Coordinators	Funding for teacher training and materials, local funds	Participation in training				
(22) Pursue funding to provide Pre-AP preparation to rising 6th grade students to attend "summer camp" on the middle school campus to help close the achievement gap.	Social Studies Coordinator, Advanced Academics Coordinator, Elementary Coordinators, 5th and 6th grade teachers	Contingent on acquired funding	Obtainment of funds to provide program				
(23) Prepare and place students who read on grade level into Pre-AP Social Studies.	Social Studies Coordinator, Advanced Academics Coordinator	Teacher training and materials, local funds	Increased student enrollments				

 = Discontinue
  = No Progress
  = Some Progress
  = Considerable
  = Accomplished


2010-2011

PLAN FOR BOARD GOAL 3:

Full and Equal Access

Performance Objective 2: Allow for parental and community input to decision makers by developing and sustaining strong systems that promote parent involvement.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Strength: Increase of diversity representation in the Parent Advisory Council, Developed the HIPPY Master Parent Project to support parents helping parents. Needs: The need to increase systemic support for all parents groups, The need to increase tracking and promoting of former HIPPY parents to strengthen campus parent involvement, Little parent input to campus improvement committee on school issues; need to increase systemic support for all parent groups.






Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Continue coordinated communication between and among IISD parent groups to allow for systematic input to decision makers on emergent critical issues. IISD Parent Advisory Council; Migrant Parent Advisory Council; Parents in the Home Instruction for Parents of Preschool Youngsters (HIPPY) program; GT parents; IAGT; ESL PAC; Council of PTA.	Administrative Assistant to Superintendent, Parent Involvement Coordinators, Director for P-12 Parent & Student Responsive Counseling Services	Staff time, local funds	Membership of IISD PAC, agendas and sign-in sheets from various parent advisory group meetings that reflect discussion of issues of importance in IISD and in public education				
(2) Develop a comprehensive parent involvement and parent information system for parents of preschoolers and young children in IISD.	Parent Involvement Coordinators, Pre-K and Elementary Counselors, HIPPY Coordinator	Staff time, local funds, Title I-A Parent Involvement funds, Title I-A Stimulus funds	Preschool Parents Network established and events scheduled to encourage meaningful parent involvement at child's school and in the district				
(3) Develop a parent-to-parent mentoring network at each elementary school that encourages communication between former HIPPY parents and other parents to foster parental input into campus decisions.	HIPPY Coordinator, Division Director for Elementary Teaching & Learning, Principals, Director of Bilingual/ESL/Migrant	Title I-A Parent Involvement funds, local funds	Parent-to-Parent Network established at every elementary campus				
(4) Support all schools in developing a mechanism for parents to provide input to the Campus Improvement Committee on issues of importance to the campus and the district.	Principals, Director of P-12 Parent & Student Responsive Counseling Services, Division Director for Staff Development	Staff time, local funds	Every campus has a mechanism for obtaining broad-based parental input on key issues. Principals report satisfactions with system and with the level of input from parents.				
(5) Develop a framework for parent involvement systems and strategies for parents of middle and high school students that support high school graduation. (Let high school students help design framework.)	Principals, Director of P-12 Parent & Student Responsive Counseling Services, Parent Involvement Coordinators	Staff time, local funds	Agendas, sign-in sheets, events				
							

Performance Objective 3: Continue to promote parent communication and involvement utilizing the district’s technology platform to facilitate this effort and measured by use of technology for outreach to parents.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): Strengths: Parent Connect available to view grades (411,938 Hits to website), Good use of Teleparent at the campus and district level, Irving School Television and District Website, Access to Internet Safety information on Parent Tab of the district website, District produced videos on Internet Safety also available to parents through the district website as well as video on the topics of Drug Awareness, Alcohol Awareness, and Topics to Discuss with Your Children (Available in English and Spanish), Over 500 adults participated in the Adult Education Program for the previous school year, Literacy and Civics Classes, English as a Second Language, Computer Literacy, *Strong partnership with 21st Century campuses for Adult Education, Increase in Community Outreach activities, Big Brothers Big Sisters Partnership Educational Summit at BW Baptist Church, Community Outreach - Irving Bible Church, City of Irving - Cinco de Mayo Celebration, Parent Step Ahead Partnership - El Hispano News Bereavement Program, Increase number of Parent Involvement Opportunities for At Risk student populations, Sp. Education Information Night for students with disabilities African American Student Mentoring Program, System Support for students who are pregnant or parents, "I am Present" Truancy Prevention Program, Practical Parent Education Workshops, Parent Academies on "How to Navigate the System", Journeys Parent Meetings, Latino Family Literacy Project Reading is Fundamental Program for Parents of Migrant students, Monthly HIPPY Parent Meetings, Develop Parent Network Program to provide system support and general parent education. Needs: Parent report that grades on Parent Connect are not current, Parents request more positive personalized use of teleparent regarding students, Approximately 1/3 of Teleparent calls are not completed due to wrong or disconnected number, Ten campuses did not conduct required Internet Safety Training for parents, No system in place for parents to register for listserv or e-mail alerts about college and scholarship application deadlines, Evidence of unmet need as reflected by waiting list of prospective students for Adult Education classes.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Increase parents’ access and use of online access to their children’s grades at all campuses 2nd to 12th grade.	Public Relations Department, Webmaster	Staff time, local funds	Increase in video programming				
(2) Continue to promote communication of district events on Irving Schools TV, district website, and Teleparent. Promote access to online grades with a variety of training tools: "how to video" on website, ITS at each campus provide training classes at Parent Academies.	Public Relations Department, Webmaster	Staff time, local funds	Increase in video programming				
(3) Continue to provide adult education classes through 21st Century Grants, Irving.Net, Adult Basic Education, and EL Civics Grant.	Coordinator for Adult Education, 21st Century Managers	Grant funding, local effort to maintain Irving.Net, El Civics grant, Adult Basic Education Agreement, 21st Century Grant	Number of sessions provided; number of participants completing adult courses				

(4) Support campuses in conducting orientation to Internet Safety for Parents at least once per year.	Principals, Instructional Technology Specialists	Time on agenda at parent meetings, staff time to post to campus websites, local funds	Each campus will document providing at least one parent training on internet safety per year				
(5) Promote and maintain system for parents to register for listserv or email alerts and free webinars about college and scholarship application deadlines.	Technology Services, Director of P-16 Parent & Student Academic & Career Counseling Services	Staff time, local funds	System set up				
(6) Continue to promote parent awareness and use of technology in schools' libraries, Parent Resource Centers, Parent and Community Service Centers, or other district locations.	Parent Involvement Coordinators, Principals	Staff time, Irving.Net, funds for adult education, grant funds for adult education, local funds, El Civics Grant, 21st Century Grant	Increase use of school library by parents for computer and internet use				
(7) Require each campus to include strategies in its Campus Improvement Plan to increase communication to parents via Teleparent.	Staff Development, Parent Involvement Coordinators, Principals	Staff time, No Cost	Campus Improvement Plans				
(8) Use all the district media technology to communicate Parent Involvement success stories throughout the community.	Public Information Department, Parent & Student Services, Parent Involvement Coordinators	Staff time, Local funds	Number of Parent Involvement events broadcasted and publicized by Public Information, Number of printed news articles publicized in the District Weekly Newsletter, Number of e-news and printed media evidence distributed at district and city sponsored events related to parental involvement, Number of hits on district website related to parent involvement items and materials.				

 = Discontinue
  = No Progress
  = Some Progress
  = Considerable
  = Accomplished

2010-2011

PLAN FOR BOARD GOAL 7:

**Fair & Equitable Expectations
for Academic and
Behavioral Success**

Goal 7: Ensure all students are treated fairly and equitably in regard to high expectations in Board policies for academic and behavioral successes, especially in terms of consequences when failing to meet the expectations.

Performance Objective 1: Reduce disproportionality in assignment of students to on- and off- campus alternative disciplinary settings: 1. Annually reduce the number of students from each ethnic group placed in discretionary on- and off-campus alternative disciplinary settings. 2. Eliminate disproportionate assignment of African American students in discretionary off-campus disciplinary settings by the end of school year 2010-2011.

Summative Evaluation: (2008-2009); NEEDS ASSESSMENT (2010-2011): July 28, 2009 Internal Auditor Report: "Audit of Discretionary Alternative Education Placement"; October 9, 2009 Superintendent's Response to Discipline Audit Report; November 16, 2009 Irving ISD Board of Trustees: RESOLUTION AND ORDER NO. 09-10-08, "A RESOLUTION ADOPTING AN ORDER OF THE BOARD OF TRUSTEES, IRVING INDEPENDENT SCHOOL DISTRICT, ACCEPTING A REPORT CONCERNING STUDENT DISCIPLINE, AUTHORIZING IMPLEMENTATION OF THE REPORT'S RECOMMENDATIONS, PROVIDING FOR OTHER MATTERS RELATED TO THE SUBJECT MATTER AND DECLARING AN EMERGENCY"

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) Design and institutionalize a 3-Tier discipline program with emphasis on Tier 1 to keep students in the classroom.	Director of Special Services, Director of Planning, Evaluation and Research and Director of Campus Operations.	Local funds, staff time	Reduced assignments to DAEP settings.				
(2) Revise the IISD Student Code of Conduct to either eliminate or redistrict "persistent misbehavior" as a reason to assign students to the Discipline Alternative Education Program (DAEP) as a Phase II Consequence.	Director of Campus Operations	Local funds, staff time.	Revised Code of Conduct and reduced assignments to DAEP settings.				
(3) Design and implement a Positive Proactive Discipline program in the District and revise the Student Code of Conduct, which is currently a reactive discipline document to a document that supports the Positive Discipline program to the extent allowed by Chapter 37 of the Texas Education Code.	Director of Special Services, Director of Planning, Evaluation and Research and Director of Campus Operations.	Local funds, staff time.	Revised Code of Conduct.				
(4) Provide systemic staff development and professional discussion opportunities for staff to reflect on HB 171 which requires a shift away from "zero tolerance" in our practices and our beliefs.	Director of of Staff Development	Local funds, staff time.	Session agenda and sign in sheets.				
(5) Plan with principals to define campus support needed to handle more discipline on campus.	Director of Elementary Teaching and Learning, Director of Secondary Teaching and Learning and Assistant Superintendent of Teaching and Learning.	Local funds, staff time.	Recommendations for support.				
(6) Conduct a study to determine the feasibility of developing Irving's own juvenile justice program for discretionary removals from the DAEP.	Assistant Superintendent of Teaching and Learning	Local funds, staff time.	Feasibility study				

(7) If financially feasible, do a reading assessment on each student assigned to elementary or secondary DAEP and provide READ RIGHT in the DAEP to all students who are reading more than one year below level.	Director of Elementary Teaching and Learning	Local funds, staff time.	DAEP students in READ RIGHT.				
(8) Add a character education program that is designed primarily for African American students to the counseling services at the Reassignment Center (RAC).	Director of Campus Operations	Local funds, staff time.	Character education in RAC counseling curriculum.				
(9) Add a mentoring program at the RAC, and/or provide transition services that follow the students back to the home campus until they re-integrate and are succeeding.	Director of Secondary Teaching and Learning	Local funds, staff time.	Repeat DAEP assignments.				
(10) Search for or develop a software program that provides reports for teachers, principals and counselors to better target students or groups of students for improved intervention and/or counseling.	Director of Technology	Local funds, staff time	Documentation of search				
(11) Provide opportunities to study the research and discuss instructional practices that are more engaging for African American/Black students.	Director of Staff Development	Local funds, staff time	Staff development sessions offered.				
(12) Analyze the disproportionate gender data for all subgroups and seek best practices for addressing the issues.	Administrative Assistant to the Superintendent and Director of Planning, Evaluation and Research.	Local funds, staff time.	Analysis and report.				
(13) Consider hiring an outside consultant to study and make recommendations.	Director of Staff Development	Local funds, staff time	Consultant contract				
(14) Study the appropriateness of a district-wide classroom discipline management program including packaged programs from outside vendors.	Director of Planning, Evaluation and Reserach, Director of Campus Operations and Director of Special Services.	Local funds, staff time	Documentatioin and report.				
(15) Review appropriate Board policies to strengthen policies related to non-renewal or termination actions for personnel who exhibit discriminatory behaviors.	Administrative Assistant to the Superintendent	Local funds, staff time	Revised policies as needed.				
(16) Hold administrators, teachers, and all staff members accountable for fair and equitable treatment for all students.	Director of Elementary Teaching and Learning and Director of Secondary Teaching and Learning.	Local funds, staff time	Reduce disproportionately in DAEP assignments.				
(17) Each campus will develop an action plan within their campus improvement plan to address disproportionately in discipline.	Director of Elementary Teaching and Learning and Director of Secondary Teaching and Learning.	Local funds and staff time	Campus action plans.				

2010-2011

PLAN FOR BOARD GOAL 8:






Proactive Public Relations

Goal 8: Improve public perception of the District by engaging in proactive public relations.

Performance Objective 1: Involve all stakeholders in District issues and decision-making.

Summative Evaluation: Community participation in District events will increase by 50%; and community surveys will show 75% support for Irving ISD.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) The Superintendent's Advisory Council on Diversity will continue to meet quarterly.	Superintendent, Director of Public Information	Staff time, local funds	Agendas, attendance records, surveys				
(2) The Superintendent's Business Advisory Council will continue to meet quarterly.	Superintendent, Director of Public Information	Staff time, local funds	Agendas, attendance records, surveys				
(3) The District will continue to actively work with the Greater Irving-Las Colinas Chamber of Commerce.	Superintendent, Director of Public Information, Coordinator of Partners in Education	Staff time, local funds	Agendas, attendance records, surveys				
(4) The District will continue to meet quarterly with the City of Irving staff to discuss common issues.	Superintendent, Director of Public Information	Staff time, local funds	Agendas, attendance records, surveys				
(5) The District will continue to host Employee Advisory Committee and Parent Advisory Committee meetings.	Superintendent, Administrative Assistant to the Superintendent	Staff time, local funds	Agendas, attendance records, minutes				

 = Discontinue
 = No Progress
 = Some Progress
 = Considerable
 = Accomplished

Performance Objective 2: Develop a comprehensive marketing plan for Irving ISD.

Summative Evaluation: An effective plan will be implemented and perceptions will improve by 50%.

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
(1) The Department of Public Information will continue to provide effective information to the community through print, web, and video technologies.	Director of Public Information	Staff time, local funds	District produced documents, distribution lists, surveys				
(2) All District Board Meetings and Other Major IISD events will be broadcast live over the internet, as well as ISTV video feed.	Director of Public Information	Staff time, local funds	Live feed on website, distribution lists, surveys				
(3) The District will partner with the Greater Irving-Las Colinas Chamber of Commerce to create a marketing strategy to more effectively reach the business community.	Director of Public Information	Staff time, local funds	Marketing document, distribution lists, surveys				
(4) IISD will advertise in selected publications, such as D Magazine's Super Bowl issue, Destination DFW, Chamber of Commerce Business Directory with Community & Relocation Guide, Neighbors Go, and Irving Rambler.	Director of Public Information	Staff time, local funds	Magazines, surveys				

2010-2011

**Region 10 Migrant Coop
Education Program**

Plan of Action

**Region 10 ESC Migrant Education Program
Priority for Service (PFS) Plan of Action
2010-2011**



Initial Approval:

PROGRAM AREA: Migrant Education Program

Planning Committee Members	Data Sources (Reporting Instruments or Tools, etc.)	Data Findings	Expected Results/Goals (Performance Indicators)	Activities and Person Responsible	Timeline	Resources Needed (Funds, Materials, Time, Personnel, etc.)	Evaluation (Formative and Summative or Performance Indicators)
ESC 10 Migrant Education Program (MEP) Coordinator and Consultants	<p>Texas Statewide Service Delivery Plan</p> <p>Federal Office of Migrant Education (OME) Seven Areas of Concern</p> <p>New Generation System (NGS) Drop Out Report</p> <p>Attendance Reports</p> <p>Grades</p> <p>NGS Graduation Plan Report</p>	<p>Educational Continuity: As migrant students move outside school district or state during the school year, they often experience differences in curriculum, academic standards, policies or expectations. This lack of continuity presents barriers to academic achievement.</p>	<p>Maintain and improve resources that are adaptable to the highly mobile lifestyle of PFS students</p>	<p>Education Service Center (ESC) 10 NGS Specialist will identify PFS students by generating monthly NGS PFS reports. ESC 10 Migrant Consultants and District MEP Coordinators will review the NGS PFS report on a monthly basis, reported via email.</p> <p>ESC 10 MEP Consultants in collaboration with District MEP coordinators will develop a Priority for Service Action Plan for identified Priority for Service students.</p>	<p>Sept. 1, 2010-Aug. 31, 2011</p> <p>Prior to 8/24/10</p>	<p>NGS PFS report</p> <p>Region 10 ESC Priority for Service Plan of Action</p>	<p>100% of PFS students will be identified and 100% of District Migrant Coordinators will receive the report.</p> <p>Priority for Service Action Plan completed</p> <p>ICS reports</p>

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	NGS Retention Report NGS Partial Credit Report PEIMS Reports Home Visits School Visits Needs Assessments			<p>ESC 10 MEP Consultants will provide information to District MEP Coordinators regarding PFS criteria and discuss the utilization of PFS reports in order to accurately serve PFS students during Quarterly Meetings.</p> <p>ESC 10 MEP Consultants, District MEP Coordinator, and /or District Counselors will review NGS reports to determine PFS students who are entering late and withdrawing early and communicate with counselors to provide students an opportunity to continue classes from previous schools</p>	<p>Sept. 1, 2010-Aug. 31, 2011</p> <p>Sept. 1, 2010-Aug. 31, 2011</p>	<p>NGS Priority for Service Report</p> <p>NGS report, student transcripts</p>	<p>Annual Identification & Recruitment (IDR) meeting agenda, Quarterly meeting agenda</p> <p>Program evaluation</p> <p>NGS Grade/credits reports</p> <p>NGS Graduation Plan reports</p>

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	<p>Texas Statewide Service Delivery Plan</p> <p>Federal Office of Migrant Education (OME) Seven Areas of Concern</p> <p>NGS Drop Out Report</p> <p>Attendance Reports</p> <p>Grades</p> <p>NGS Graduation Plan Report</p> <p>NGS Retention Report</p> <p>NGS Partial Credit Report</p> <p>PEIMS reports</p> <p>Home Visits</p> <p>School Visits</p> <p>Needs Assessment</p>	<p>School Engagement: With frequent adjustments to new school settings, migrant students often face difficulty making new friends and gaining social acceptance, which can inhibit their ability to do well in school. A student's school engagement can be affected by three types of factors, which can be grouped according to behavioral, emotional and cognitive engagement.</p>	<p>Maintain and improve resources that meet the behavioral, emotional and/or cognitive needs of PFS students that result from their highly mobile lifestyle.</p>	<p>ESC 10 MEP Consultants, District MEP Coordinators, and Counselors will provide families of all MEP students with information regarding school-based services or social agencies available to them when a need for those services has been identified.</p> <p>ESC 10 MEP Consultants in cooperation with District MEP Coordinators and Counselors will complete a PFS Intervention plan for PFS student to determine specific behavioral, emotional and cognitive engagement needs in order to meet those needs with additional software, hardware, and or tutoring and or other services</p>	<p>Sept. 1, 2010-Aug. 31, 2011</p> <p>Sept. 1, 2010-Aug. 31, 2011</p>	<p>Area lists of Social agencies</p> <p>Area lists of Social agencies, PFS Intervention plan</p>	<p>Graduation and promotion rates</p> <p>NGS reports</p> <p>PFS Intervention Plan implemented services documented by ESC 10 MEP Consultants</p>

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				ESC 10 MEP Consultants will coordinate with District MEP Coordinators to facilitate the Migrant Education Student Alliance (MESA) program for Middle/High School students to promote leadership skills and sponsor leadership activities for MEP youth.	Sept. 1, 2010-Aug. 31, 2011	NGS PFS report PFS Intervention Plan	Attendance rosters
	Texas Statewide Service Delivery Plan Federal Office of Migrant Education (OME) Seven Areas of Concern PEIMS LEP Indicator NGS Drop Out Report Attendance Reports	English Language Development: English language development is critical for academic success. English language development focuses on the literacy skills needed for successful content area learning.	Maintain and improve resources that address the English language literacy needs of PFS students	ESC 10 MEP and Bilingual/ESL Consultants, and District Coordinators will provide opportunities for teachers to attend staff development in the area of English language acquisition and strategies for teaching English language learners so that teachers can enhance their skills for improving PFS migrant student achievement.	Sept. 1, 2010-Aug. 31, 2011	BE/ESL/Migrant Professional Development sessions at Region 10 ESC and District/campus staff development sessions	Registration in staff development offerings

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	Grades NGS Graduation Plan Report NGS Retention Report Home Visits School Visits Needs Assessment			ESC 10 MEP Consultants will coordinate additional services specifically to PFS students in the area of ESL language development as needed such as: <ul style="list-style-type: none"> • Additional ESL software and/or hardware to be used only by PFS students • Edunet: Aula 24 • On line tutorials • Individual Tutoring • ELL Bridge program 		Software and/or hardware and/or tutor based on individual needs assessment	Graduation and promotion rates PFS Intervention Plan implemented services documented by ESC 10 MEP Consultants
	Texas Statewide Service Delivery Plan Federal Office of Migrant Education (OME) Seven Areas of Concern NGS Drop Out Report	Education Support in the Home: While many migrant parents value education for their children, they may not be able to support their children as the school expects or may not have the means to offer an educationally rich home environment.	Improve communication with parents of PFS students so that parents will be informed of resources available to them to support the academic needs of their children	ESC 10 MEP Consultants and District MEP Coordinators will provide opportunities for parents to learn about expectations and how to help their students at home during Migrant Parent Advisory Council (PAC) meetings.	Sept. 1, 2010- Aug. 31, 2011	Migrant Parent Advisory Council meetings	Meeting attendance records and agendas

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	Attendance Reports Grades Home Visits School Visits Needs Assessment			<p>ESC 10 MEP Consultants, District MEP Coordinators, and/or and District Counselors will provide information to parents of all migrant students about local and state requirements for promotion and graduation during parent meetings throughout the year</p> <p>ESC 10 MEP Consultants will facilitate communication of academic progress of students as needed between school and parents of PFS migrant students.</p> <p>ESC 10 will offer sessions to parents of migrant students giving parents opportunities to share concerns and problem-solve ways to become involved in the education of their child, such as:</p>	<p>Sept.1, 2010-Aug. 31, 2011</p> <p>Sept.1, 2010-Aug. 31, 2011</p> <p>Sept. 1, 2010-Aug. 31, 2011</p>	<p>Local and state graduation and promotion requirements</p> <p>Parent/teacher conference dates</p> <p>ESC 10 offerings for parents</p>	<p>Meeting attendance records and agendas</p> <p>Conference attendance records</p> <p>Agendas and Enrollment sheets</p>

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				<p>Path to Scholarships series of 9 sessions to be offered for parents of migrant students to be held at ESC 10</p> <p>Migrant Parent Resource Center/sessions held at ESC 10.</p>	<p>Sept. 2010-May 2011</p> <p>Sept. 2010-August 2011</p>		<p>Attendance rosters</p> <p>Attendance rosters</p>
	<p>Texas Statewide Service Delivery Plan</p> <p>Federal Office of Migrant Education (OME) Seven Areas of Concern</p> <p>Attendance Reports</p> <p>Grades Home Visits</p> <p>School Visits</p> <p>Needs Assessment</p>	<p>Health: Migrant students have higher proportions of acute and chronic health problems. They are at greater risk due to pesticide poisoning, farm injuries, heat-related illness and poverty. Migrant families are less likely to have health insurance and more likely to have difficulty accessing services to address health-related needs.</p>	<p>Maintain and improve access to health services by parents of PFS students to address the health related needs of their children.</p>	<p>District MEP Coordinators, District Counselors, and/or District nurses will provide parents of PFS students with list of supplemental health services and assistance with acquiring those services as needed.</p>	<p>Sept.1, 2010-Aug. 31, 2011</p>	<p>List of area providers</p>	<p>Attendance records</p> <p>NGS Referred Services Reports</p> <p>NGS Medical Alert and Immunization data received from districts</p>

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	Texas Statewide Service Delivery Plan Federal Office of Migrant Education (OME) Seven Areas of Concern Attendance Reports Grades Home Visits School Visits Needs Assessment	Access to Services: Migrant families often have a newcomer status and a home language other than English. These factors often limit their access to educational and educationally-related services available in the school and community	Maintain and improve access to educationally-related services available for PFS students in school and in the community.	ESC 10 MEP Consultants will facilitate communication of educationally-related services available to PFS students as needed between school and parents of PFS migrant students. ESC 10 MEP Consultants, District MEP Coordinators, and/or District Counselors will provide parents will a list of educationally-related services available to PFS migrant students as needed such as: NGS -School districts in coordination with consortium states use this internet-based program to maintain migrant student health and academic data TMIP -Texas Migrant Interstate Program, a special project of the TEA Division of NCLB program that coordinates out of state TAKS testing and provides assistance with credit accrual issues	Sept.1, 2010-Aug. 31, 2011	Calendar of conference times between school and PFS students' parents List of area providers NGS PFS report NGS Grade report NGS On time for Graduation Report NGS health records PFS Intervention Plan	PFS Intervention Plan documentation by ESC 10 MEP Consultants Graduation and promotion reports Enrollment sheets NGS records Record of enrollment in program

Planning Committee Members	Data Sources (Reporting Instruments or Tools, etc.)	Data Findings	Expected Results/Goals (Performance Indicators)	Activities and Person Responsible	Timeline	Resources Needed (Funds, Materials, Time, Personnel, etc.)	Evaluation (Formative and Summative or Performance Indicators)
				UT Migrant Student Graduation Enhancement Program assists Texas migrant students graduate from high school by providing opportunities to earn credit with distance learning			Record of enrollment in program

Commonly Used Abbreviations

COMMONLY USED ABBREVIATIONS

A	AA African American	
ACA	ACE	Academy
	ACR	Alternative Education Campuses
	ACT	Assessment Consortium Repository
	ACT PLAN	American College Testing
	ADA	American College Testing Career Assessment
	ADM	Average Daily Attendance
AEIS	ADM	Administrative Data Management
	AEP	Academic Excellence Indicator System
	AIM	Alternative Education Campuses
	AIP	Accelerated Instruction in Math
	ALP	Accelerated Instruction Plan
AMAO	ALP	Alternative Learning Teacher
	AMI	Annual Measurable Achievement Objectives
AP		Accelerated Math Instruction
AP		Advanced Placement
AR		Assistant Principal
ARD		Accelerated Reader
	ARI	Admission, Review and Dismissal Committee
	ARISE	Accelerated Reading Instruction
	AMS	Academic Resources & Instructional Strategies for Educators
	AsPI	Association of Marketing Students
ATH		Asian Pacific Islander
AtR		Athletics
ATT		At-Risk
	AVID	Attendance
	AYP	Advancement Via Individual Determination
		Adequate Yearly Progress
B	BIL Bilingual	
	BTIMP	Beginning Teacher Induction and Mentoring Program
C	CADD Computer Aided Drafting and Design	
	CAMT	Conference for Advancement of Math Teachers
	CAP	Comprehensive Analysis Process
CAPS		Conquering Academics with Parent Support
	CAST	Conference for Advancement of Science Teachers
CAS	H	Cashier
	CTE	Career & Technical Education
	CBE	Credit by Exam

	CCTV	Closed Circuit Television
	CEHI	Compensatory Education Home Instruction
	CHAMPS	Conversation, Help, Activity, Movement, Participation
CI		Comparable Improvement
CIC		Campus Improvement Committee
CIP		Campus Improvement Plan
	CLASS	Comprehensive Learner Adapted Scope and Sequence
CLEP		College-Level Examination Program
CLRK		Clerk
COORD		Coordinator
COUN		Counselor
	CREST	Coalition of Reading & English Supervisors of Texas
CRESST		Center for Research on Evaluation, Standards & Student Teaching
CT		Campus Technician
D		
	D2SC	Data Driven Software Corporation
	DAP	Distinguished Achievement Program
DAEP		Disciplinary Alternative Education Program
DECA		Distributive Education Clubs of America
DIAG		Diagnostician
DIC		District Improvement Committee
	DIP	District Improvement Plan
	DLL	Descrebriendo La Lectura
DP		Data Processing
	DP CLERK	Data Processing Clerk
E		
	EAC Employee	Advisory Council
	ECE	Early Childhood Education
ED		Economically Disadvantaged
EDC		Elementary Development Center (discipline)
	ELA	English Language Arts
	ELL	English Language Learners
	ELPOP	English Proficiency Observation Protocol
EOC		End-of-Course
ES		Elementary School
	ESL	English as a Second Language
	ExCET	Examination for the Certification of Educators in Texas
F		
	F Female	
	FCCLA	Family Career & Community Leaders of America
	FERPA	Family Educational Rights and Privacy Act
	FFA	Future Farmers of America
FTE		Full-Time Equivalent

G	G Gridable		
	GAW	Geography Awareness Week	
	GE	Grade Equivalent	
	GEAR	Gaining Early Awareness and Readiness for Under-Graduate Programs	
	GED	General Equivalency Diploma	
	GEN	General	
	Gen Y	Generation Yes Program	
	GPC	Grade Placement Committee	
	GT	Gifted & Talented	
H	H Hispanic		
	HESP	High School Equivalency Program (formerly referred to as GED-Graduate Equivalency Diploma)	
	HIPAA	Health Insurance Portability and Accountability Act	
	HIPPY	Home Instruction for Parents of Pre-School Youngsters	
	HOSA	Health Occupational Students of America	
HS	High School		
I	IAGT	Irving Association for the Gifted & Talented	
	IB International	Baccalaureate	
	IC	Instructional Center	
	IEP	Individual Education Plan	
	IHS	Irving High School	
	IISD	Irving Independent School District	
	IPD	Irving Police Department	
	IPT	Idea Proficiency Test	
	IRA	International Reading Association	
	ISS	In-School Suspension	
		ITBS	Iowa Test of Basic Skills
		ITS	Instructional Technology Specialist
	J	JHS	Junior High School
JJAEP		Juvenile Justice Alternative Education Program	
K	K Kindergarten		
L	LAP	Learning Assistant Program	
	LAT	Linguistically Accommodated Testing	
	LDAA	Locally Developed Alternative Assessment	
	LDC	Language Development Center	
	LEP	Limited English Proficient	
	LIB	Librarian	
	LOTE	Languages Other Than English	

LoTI	Levels of Technology Implementation
LPAC	Language Proficiency Assessment Committee
LRE	Least Restrictive Environment

M

M	Male
M&O	Maintenance & Operation
MC	Multiple Choice
MEGA	Motivation, Education, Guidance Achievement
MHS	MacArthur High School
MNGR	Manager
MS	Middle School

N

NAEP	National Assessment of Education Proficiency
NAEYC	National Association for Education of Young Children
NCE	National Cure Equivalent
NCLB	No Child Left Behind
NCR	No Carbon Required (carbonless paper)
NEA	National Education Association
NHS	Nimitz High School
NMSQT	National Merit Scholarship Qualifying Test
NUR	Nurse

O

OAS	Office Administrative Service
ORCH	Orchestra

P

PAC	Parent Advisory Council
PAL	Peer Assistance & Leadership
PBMAS	Performance Based Monitoring Analysis System
PDAS	Professional Development Appraisal System
PDD	Autistic
PDI	Program for Developmental Instruction
PE	Physical Education
PEG	Public Education Grant
PEIMS	Public Education Information Management System
PEP	Parenting Education Program
PER	Personnel
PGP	Personal Graduation Plans
PID	Person Identification Database
PK	Pre-Kindergarten (4 year old)
PLAN	Career Plan (PreACT)
PLCs	Professional Learning Communities
PPCD	Early Childhood Special Education (3 & 4 year olds)
PR	Public Relations
PRE	Pre-kindergarten

Pre-AP		Pre-Advanced Placement
	PRIDE	Positive Role Models in Drug Education
PRIN		Principal
	PASS	Program for Assisting Students in School
PRS		Pregnancy Related Services
	PSA	Personal and Social Adjustment (Emotionally Disturbed)
	PSAT	Preliminary Scholastic Aptitude Test
	PSP	Personal Success Plan
	PSSS	PreSAT Scoring Service
P/SS		Parent/Student Services
	PTA	Parent Teacher Association
	PTO	Parent Teacher Organization
P1st		Pre-First
R		
	RECPT	Receptionist
RES		Resource
	RHSP	Recommended High School Program
	RPTE	Reading Proficiency Test in English
S		
	SA	Short Answer
	SA COUN	Student Assistant Counselor
	SAS	Student Assistance Services
	SAT	Scholastic Aptitude Test
	SCE	State Compensatory Education
SD		Standard Deviation
	SDAA II	State-Developed Alternative Assessment II
SEC		Secretary
	SEM	Standard Error of Measurement
	SIOP	Sheltered Instruction Observation Protocol
	SLC	Smaller Learning Communities
	SLP	Speech Language Pathologist
	SOAR	Soar to Success (Reading Program)
	SPH	Severe and Profoundly Handicapped
	SPCH THR	Speech Therapist
SpEd		Special Education
SpECS		Special Education Compliance Status
SRC		Secondary Reassignment Center (discipline)
	SRO	School Resource Officer
	SSI	Student Success Initiative
	STAR	Students At Risk
	STAR Chart	School Technology and Readiness Chart
	STEPS	Skills to Empower People
T		
	T & L	Teaching & Learning

	TAALC	Texas Association of Adult Literacy Councils
	TAAS	Texas Assessment of Academic Skills
	TAC	Texas Administrative Code
	TAFE	Texas Association of Future Educators
	TAG	TLI Average Growth
TAIR	TAGT	Texas Associated for the Gifted & Talented
		Texas Association of Reading Instructors
	TAKS	Texas Assessment of Knowledge and Skills
	TAKS-ALT	Texas Assessment of Knowledge and Skills – Alternative
	TAKS - M	Texas Assessment of Knowledge and Skills – Modified
	TAP	Texas Assessment Program
	TAPPS	Teenage Pregnant and Parenting Students
	TASA	Texas Association of School Administrators
	TASB	Texas Association of School Boards
	TASC	Texas Associate of Student Councils
	TASP	Texas Academic Schools Program
	TASSP	Texas Association for Secondary School Principals
TCEA		Texas Computer Education Association
TCH		Teacher
	TEA	Texas Education Agency
	TEEG	Texas Educator Excellence Grant
	TEKS	Texas Essential Knowledge and Skills
	TELPAS	Texas English Language Proficiency Assessment System
	TEPSA	Texas Elementary Principals and Supervisors Association
TEExES		Texas Examinations of Educator Standards
	THEA	Texas Higher Education Assessment (previous TASP)
THR		Therapist
	TITL I	Title One
	TLI	Texas Learning Index
	TMDS	Texas Mathematics Diagnostic System
	TMT3	Teaching Mathematics TEKS Through Technology
	TOP	Texas Observation Protocol
	TPII	Texas Prevention Impact Index
	TPRI	Teachers Primary Reading Inventory
	TPSA	Texas Public Service Association
TR		Trainer
TSAP		Texas Student Assessment Program
	TTAS	Texas Teacher Appraisal System
TV		Television
	TWU	Texas Women’s University
U	UBCL	Union Bower Center for Learning
	UIL	University Interscholastic League
	UTA	University of Texas at Arlington

V	V Vocation	al
VASE		Visual Arts Scholastic Event
V	COUN	Vocational Counselor
VP		Vice Principal
W	W White	
	WADA	Weighted Average Daily Attendance
WC		Written Composition
	WFTF	Write For The Future
WICR		Writing Inquiry Collaborative Reading
	WIISDMS	Weaving Innovative Instructional Strategies Using Data in Mathematics and Science
504		At-Risk