

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES
5:00 PM

Irving ISD Board Room
2621 West Airport Freeway
Irving, TX 75062
Monday, October 21, 2024

A G E N D A

- I. **CALL TO ORDER FOR 5:00 P.M. WORK SESSION**
- II. **PUBLIC COMMENTS**
 - A. Public Comment - Individuals Wishing to Address the Board on Agenda Items.
- III. Special Recognition
- IV. **DISCUSSION**
 - A. Receive Presentation on Irving Independent School District Improvement Plan (D. Galindo) 3
 - B. Receive Presentation on School Improvement Plan (A. Gomez) 19
 - C. Receive Presentation of Updates to Class Sizes (K. Gilleland/ J. Acosta/ E. Morlett) 49
 - D. Discuss Items on the October 21, 2024 Regular Board Meeting Agenda
- V. **EXECUTIVE SESSION** - The Board May Recess the Open Meeting and Reconvene in a Closed Meeting Pursuant to the Following Sections of the Texas Government Code and as Authorized by Sections 551.071-551.076 and 551.082-551.084 Therefore of
 - A. Section 551.071 - To Seek the Advice of the Board's Attorney About:
 - 1. Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation.
 - 2. A Matter in Which the Professional Duty of the Attorney to the Board Conflicts with the Applicable Provisions of the Texas Open Meetings Act.
 - B. Section 551.072 - To Deliberate the Purchase, Exchange, Sale, Lease or Value of Real Property if such Deliberation in Open Session Would Have a Detrimental Effect on the Board's Position in Negotiations with a Third Party.
 - C. Section 551.074 - To Deliberate the Appointment, Employment, Resignation, Evaluation, Reassignment, Proposed Nonrenewals, Termination, Duties,

Discipline, or Dismissal of a Public Officer or Employee; or to Hear a Complaint or Charge Against an Officer or Employee.

D. Safety and Security - Discussion of District - Wide Intruder Detection Audit Report Findings (A. Smith/ K. Dodge)

VI. **RECONVENE** from Closed Meeting for Action Relative to Items Covered in Such Meeting.

A. Consider Action by the Board Related to Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation.

B. Consider Action Regarding Purchase, Exchange, Sale, Lease or Value of Real Property.

C. Public Comments - Individuals Wishing to Address the Board or Make Comments Regarding Issues Not on the Agenda will be Heard at this Time.

VII. **ADJOURNMENT**

PRESENTATION ON IRVING INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN:

A presentation will be provided to the Board regarding the District Improvement Plan and the planning process for the school year. The District will review the major components of the district improvement plan, including performance objectives and strategies aligned with the Board goals. The Board will receive information regarding the ongoing improvement monitoring process, including the work of the District Improvement Committee.

Attachment: (If applicable)



IRVING

INDEPENDENT SCHOOL DISTRICT



2024-2025 School Year: District Improvement Plan (DIP)

Dr. Dorian Galindo, Chief of Staff



Purpose of this Presentation:

- Discuss how the DIP is developed, implemented, and monitored.
- Review the primary components of the District Improvement Plan. 6
- Provide timelines for regular progress updates.





District Improvement Plan

- The District Improvement Plan (DIP) is a one-year plan to guide the district and campuses in the improvement of student performance for all student groups in order to attain the achievement of state standards. *TEC 11.252(a)*
- The DIP is
 - A living document, informed by data analysis, needs assessment, climate survey strategic priorities, compliance requirements, and resource allocation Identification;
 - Developed and monitored through the involvement of a variety of stakeholders
 - Approved by the Board of Trustees

7

Irving Independent School District
District Improvement Plan
2024-2025





How is the DIP developed?

Goals
(Broad and designed to span more than one year)

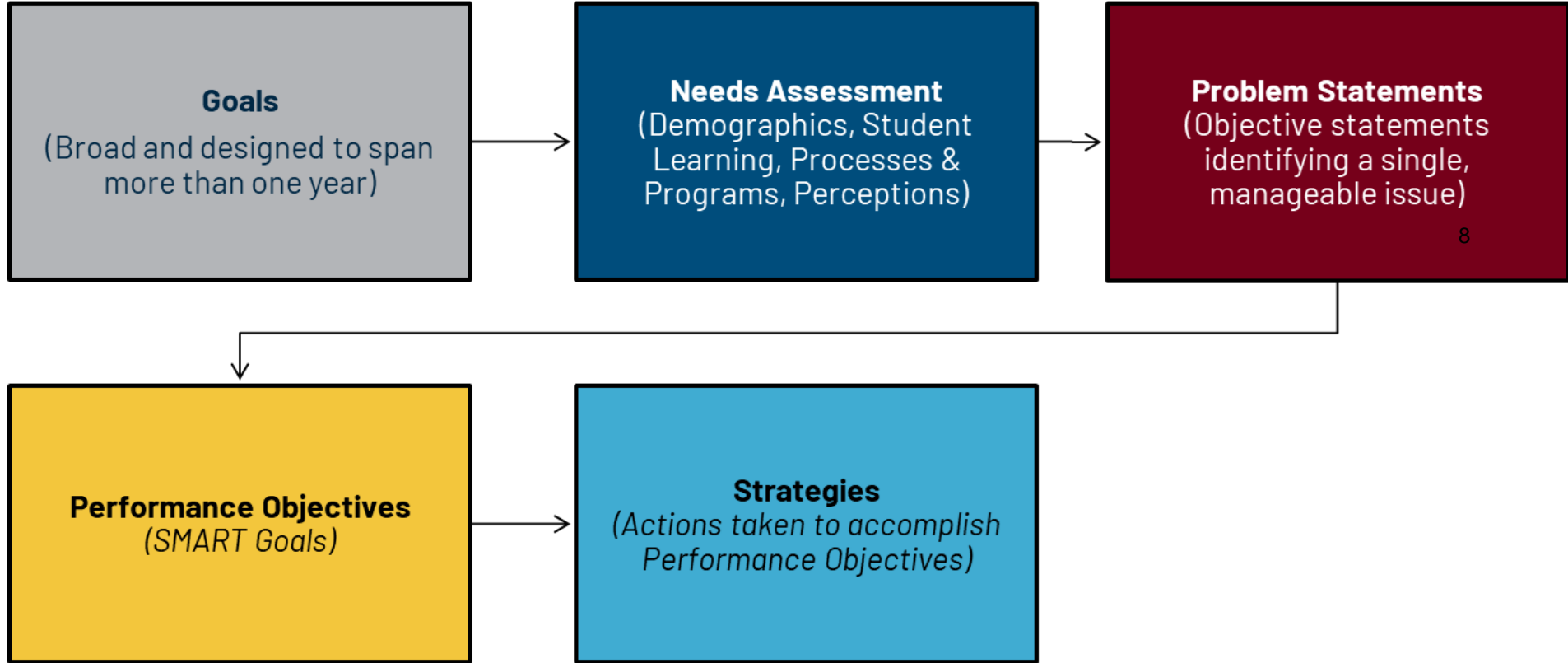
Needs Assessment
(Demographics, Student Learning, Processes & Programs, Perceptions)

Problem Statements
(Objective statements identifying a single, manageable issue)

8

Performance Objectives
(SMART Goals)

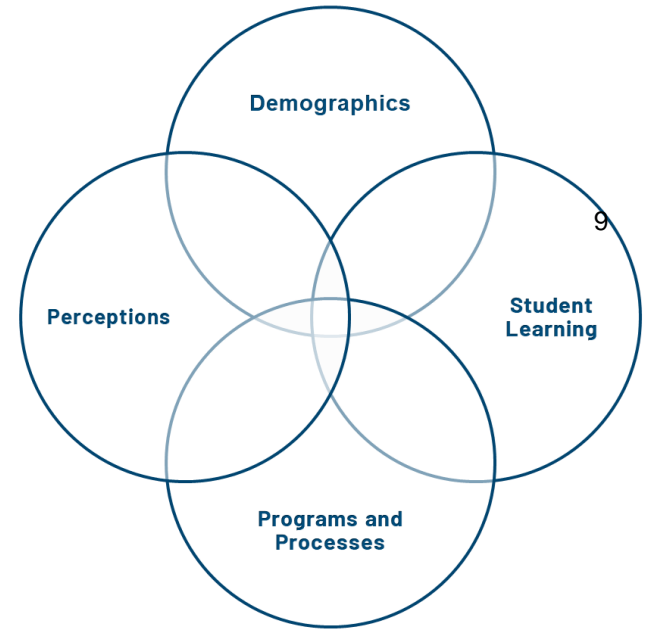
Strategies
(Actions taken to accomplish Performance Objectives)





Comprehensive Needs Assessment

- What is the our current state?
 - Demographics
 - Student Learning Environment
 - Programs and Processes
 - Perceptions
- Based on the information we collect, where should we focus our improvement efforts?





Who supports this process?

- **District Improvement Team**
 - Formerly known as the Organizational Collaborative Team (OCT), is a group of district staff at various levels of leadership who work together to author, implement, monitor, and refine district improvement efforts by strengthening alignment and collaboration across department teams.
- **District Improvement Committee**
 - The District Improvement Committee (DIC) is a group of representative stakeholder members, including students, teachers, parents, and community members who advise district administration in the planning, operating, supervising, and evaluating of the District's educational program, including the preparation, review, and monitoring of the District Improvement Plan.





Prioritized Problem Statements

- The DIP features 19 prioritized problem statements.
- Each problem statement is analyzed to identify root cause(s).
- These statements connected to one or more strategies to concentrate improvement efforts across the district.

11



The 19 Priority Problem Statements: 1-10

LEGEND

Demographics - Student Learning - District Processes & Programs - Perceptions

1. **32% of Emergent Bilingual students in grades 3-8 met grade level in Reading STAAR (2023-2024), 7% below district average and 1% below last year.**
2. **Disciplinary incidents resulting in students spending time outside classrooms have steadily increased over the past three years for K-8 students.**
3. **CTE enrollment is strong in high school (76.2% vs. state 72.3%), but overall enrollment (grades 6-12) is 2% lower than the state.**
4. **Breakfast participation remains below pre-pandemic levels.**
5. **53% of parents feel informed on helping their child at home, and 58% on what their child is learning.**
6. **Attendance for 2023-2024 is 94.6%, still below pre-pandemic average of 95.9%.**
7. **College readiness declined, with 40.3% graduates ready (down from 42.1% in 2020-2021) and a widening gap with the state.**
8. **39% of students in grades 3-8 met Reading STAAR standards, 15% below the state average and 13% below last year.**
9. **Over 1 in 7 students have been enrolled in US schools for less than 3 years; the district lacks systems to track their progress.**
10. **Strengthening IT infrastructure is crucial for protecting against cyber threats.**



The 19 Priority Problem Statements: 11-19

LEGEND

Demographics - Student Learning - District Processes & Programs - Perceptions

11. Teacher well-being needs improvement; 72% feel their school cares, but only 48% of leaders feel the district supports their well-being, down 20% from last year.
12. Teacher turnover increased to 23.8% in 2022-2023, 2% higher than the state average.
13. Teachers in IISD have 9.6 years of experience on average, lower than the state average of 11 years, with 11% being new teachers. ¹³
14. Special Education services (9.4%) remain below the state average.
15. 29% of students in grades 3-8 met Math STAAR standards, 15% below state average and a decrease from the previous year.
16. Limited actionable data insights hinder effective decision-making and strategy.
17. 60% of newcomers tested in Spanish lack foundational literacy skills.
18. Students under Other Special Populations did not pass any STAAR subjects due to absenteeism and high mobility.
19. 75% of students feel safe at school, a 12% increase from last year, but still below the 82% in 2021-2022.



Aligned Improvement Strategies

- The DIP features aligned improvement strategies.
- Each prioritized problem statement is tied to at least one improvement strategy.
- Each strategy will be measured by a performance objective.
- Each Board Goal has aligned performance objectives and strategies.

14



Formative and Summative Reviews

The 2024-2025 District Improvement Plan will implement and monitor the progress the improvement strategies featured in the plan throughout the year:

15

November 2024

**Formative
Strategy
Progress
Check #1**

February 2025

**Formative
Strategy
Progress
Check #2**

April 2025

**Formative
Strategy
Progress
Check #3**

June 2025

**Summative
Strategy
Review
(Evaluation)**



Questions?

16



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17



Receive Presentation on School Improvement Plan

Submitted by: Ahna Gomez, Chief of Schools

The presentation will cover the review of current data components, discuss school improvement efforts, and outline the Campus Improvement Plan process, including the school improvement process.

Attachment: Presentation on School Improvement Plan



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Purpose of Presentation

- Review current data components.
- Discuss school improvement efforts.
- Review Campus Improvement Plan²¹ process, including schools improvement process.



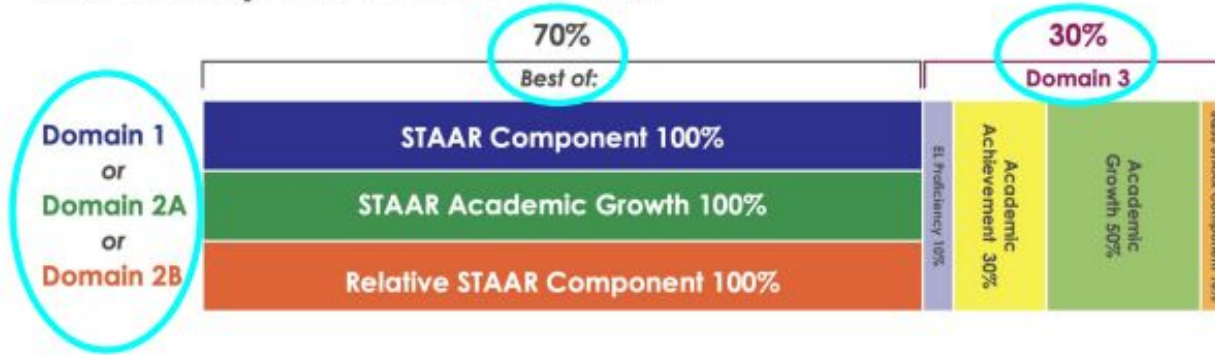


Data Review

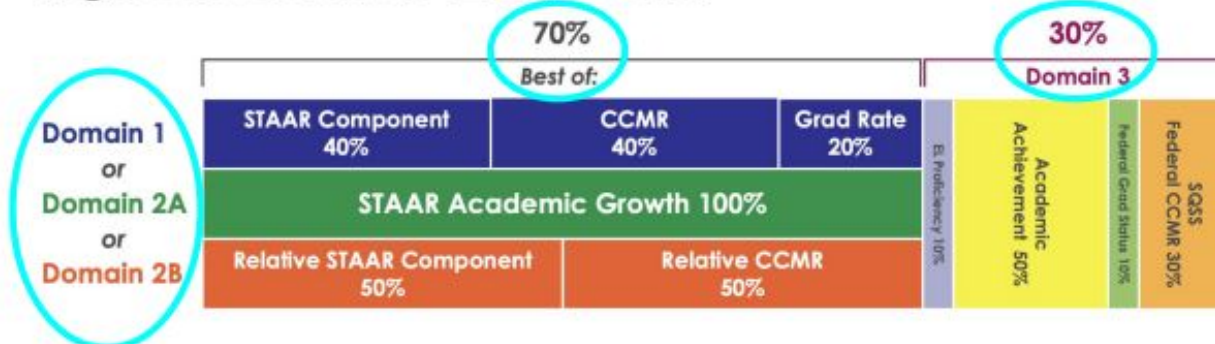
Accountability System Review



Elementary and Middle Schools



High Schools and K-12 with CCMR





Irving ISD Accountability Estimations - TEA Verified

2023-2024 RAW SCORES CALCULATED (NEW) USING TEAL Released Raw Scores (8/14/24)

Overall A-F Rating	Overall Grade	Domain 1: Student Achievement Grade	Domain 2: School Progress Grade	Domain 3: Closing the Gaps Grade
C	73	69	73	74

2022-2023 What - If Ratings Estimated Rating Based on Updated Accountability Calculations

Overall A-F Rating	Overall Grade	Domain 1: Student Achievement Grade	Domain 2: School Progress Grade	Domain 3: Closing the Gaps Grade
C	71	68	72	70

Campus Accountability Estimations - TEA Verified

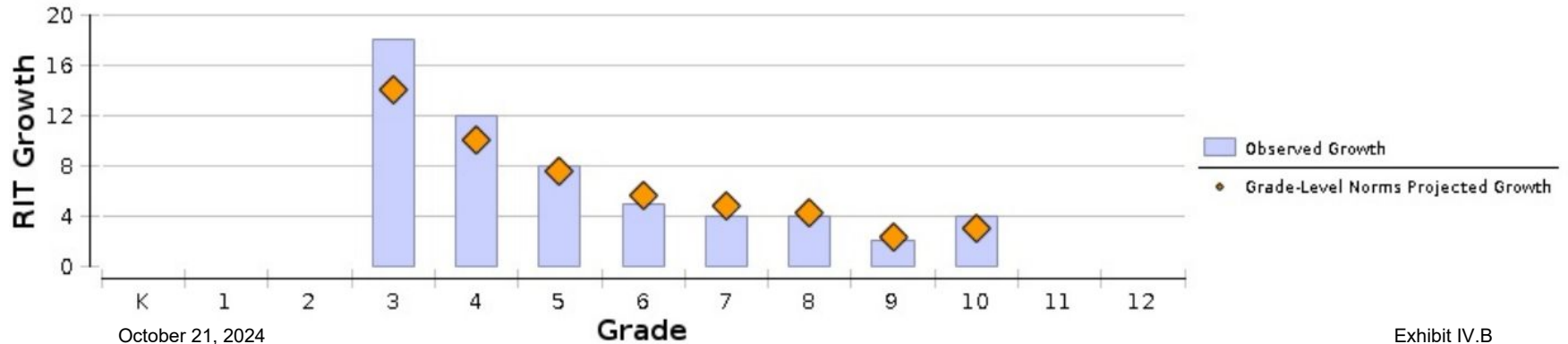
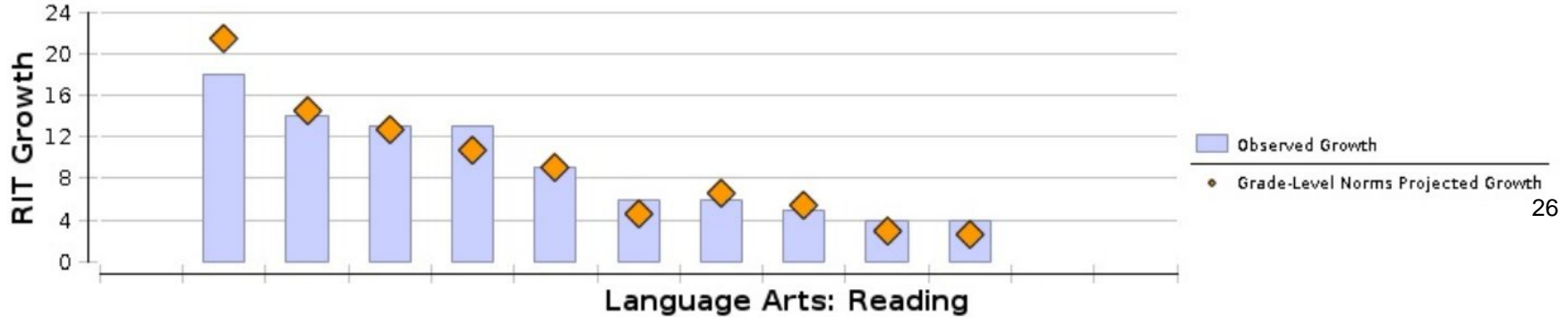


	2023-2024	2022-2023
Overall Grade (Range)	Number of Campuses	
80-89	5	6
70-79	19	12
60-69	9	12
59 and below	0	3



NWEA MAP Data - Student Growth Summary Fall 2023-Fall 2024

Math: Math K-12



District Support for Student Grouping

		STAAR to STAAR Interim		
		Regress	No Growth	Growth
Annual Map Growth	Accelerated Growth	Group 7	Group 8	Group 9
	Expected Growth	Group 4	Group 5	Group 6
	No Growth/Regress	Group 1	Group 2	Group 3

CREATE STUDENT GROUPS

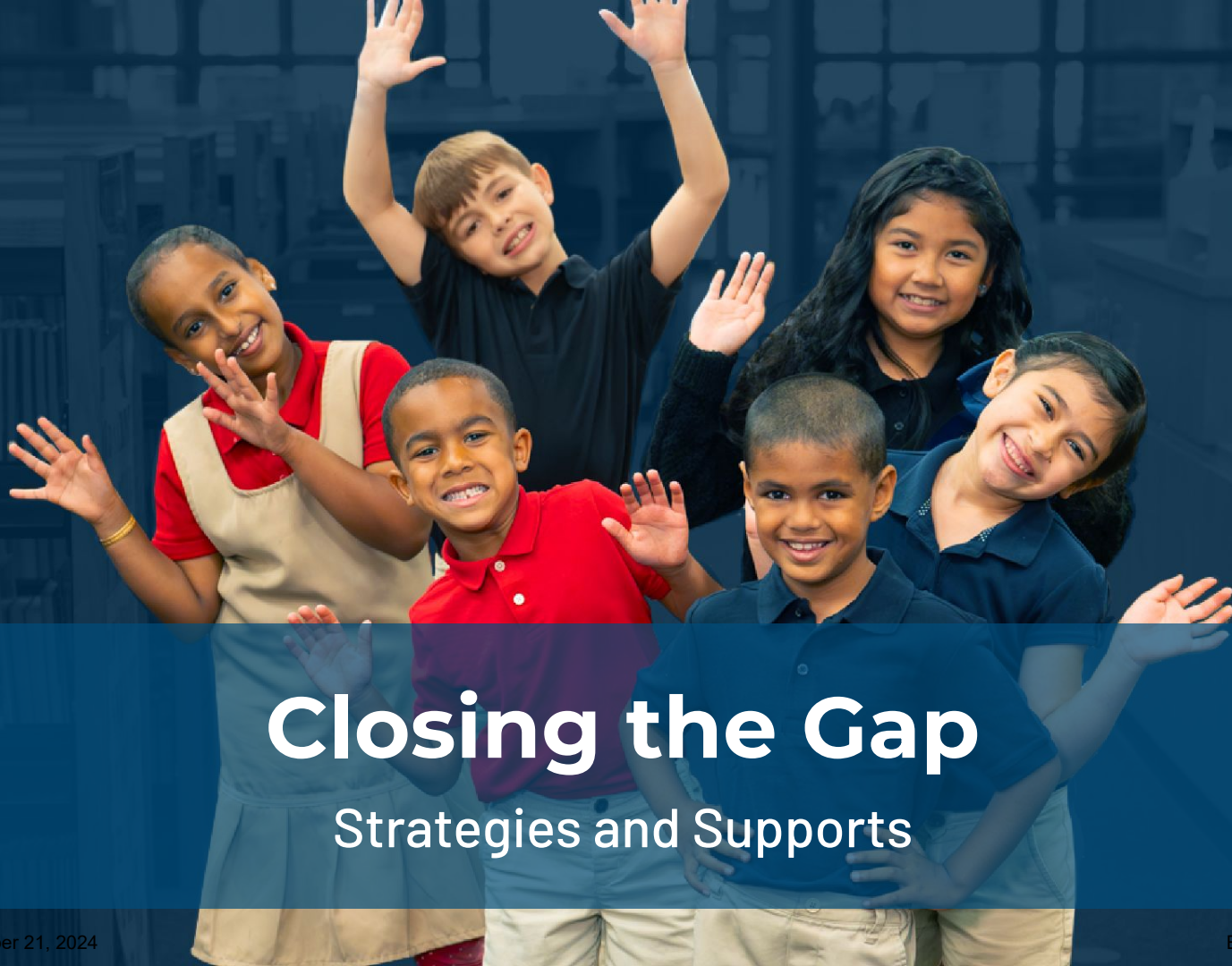
Teachers create student groups using data including MAP, STAAR, mClass, CORE, DCA, and CFA data.

Teachers use data to group students into 9 groups based on meeting expectations and growth across time.

	Not On Grade Level	On Grade Level
Accelerated	Group 5	Group 6
Expected	Group 3	Group 4
Limited	Group 1	Group 2

Regression signals challenges with new content and potential skill gaps, **No Growth** suggests stagnation needing exploration, and **Growth** signifies proficiency. Integrating diverse assessments sheds light on student progress.



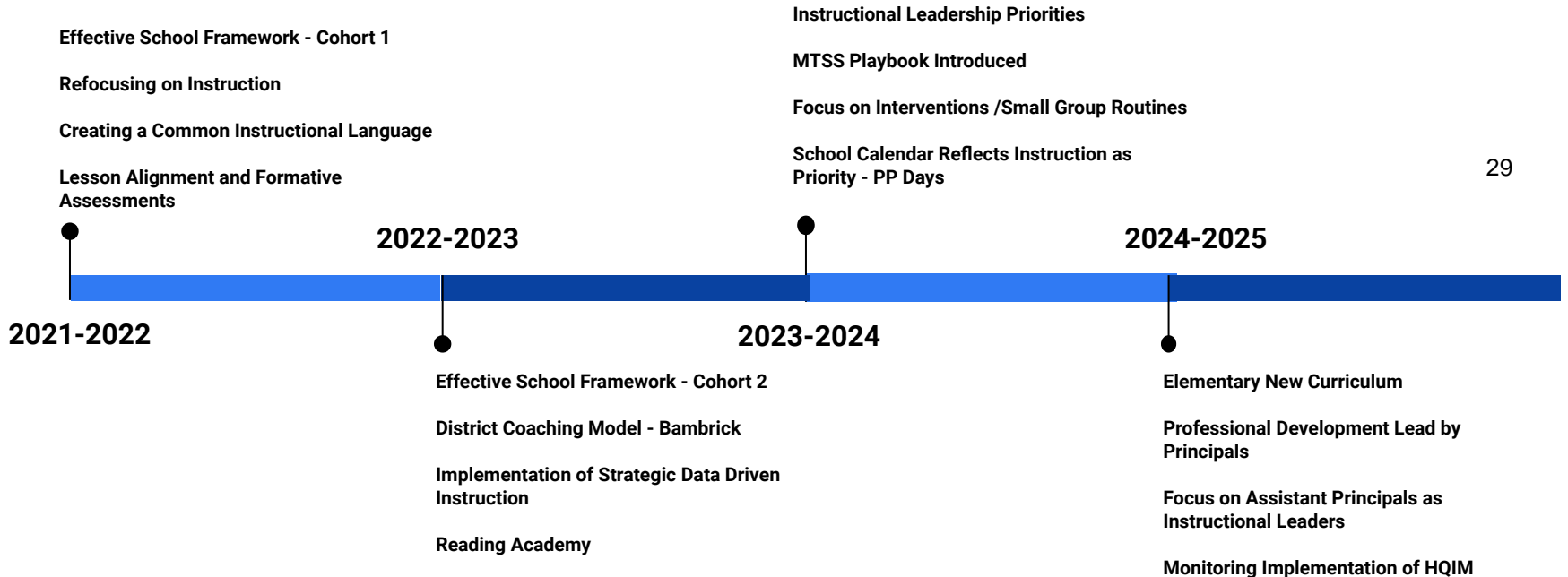


Closing the Gap

Strategies and Supports

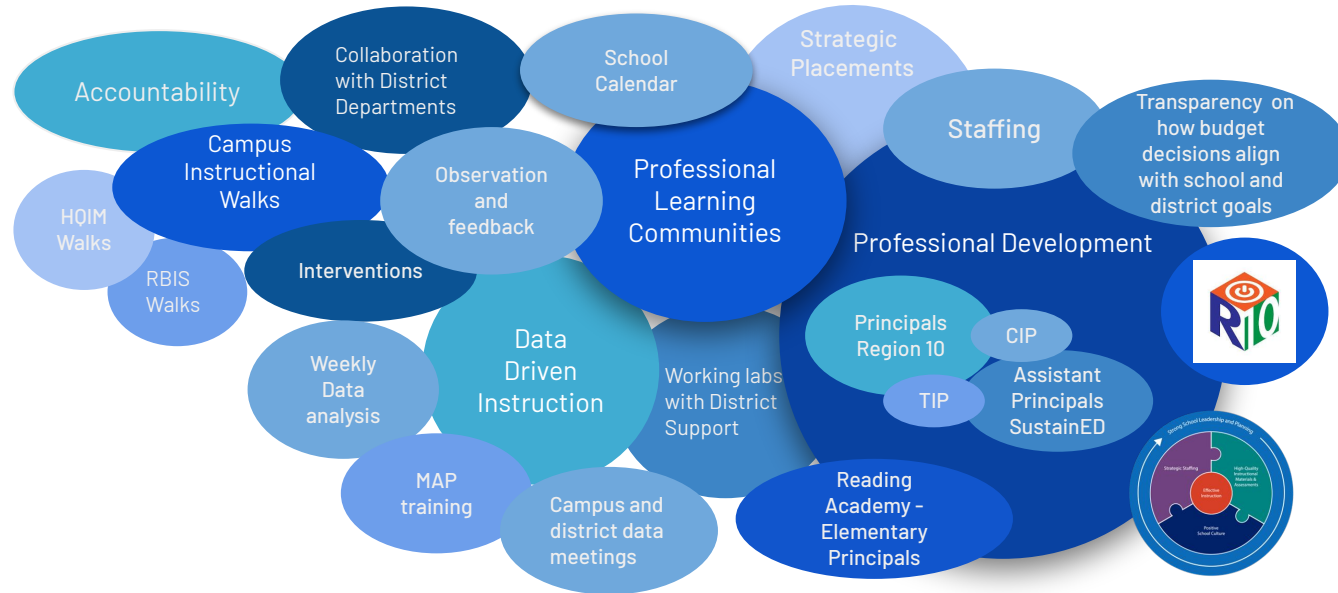


2021-2025 Timeline Review





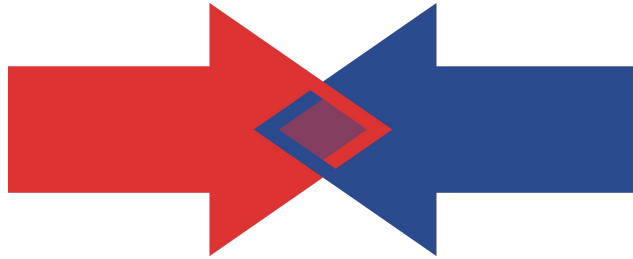
School Leadership Collaboration





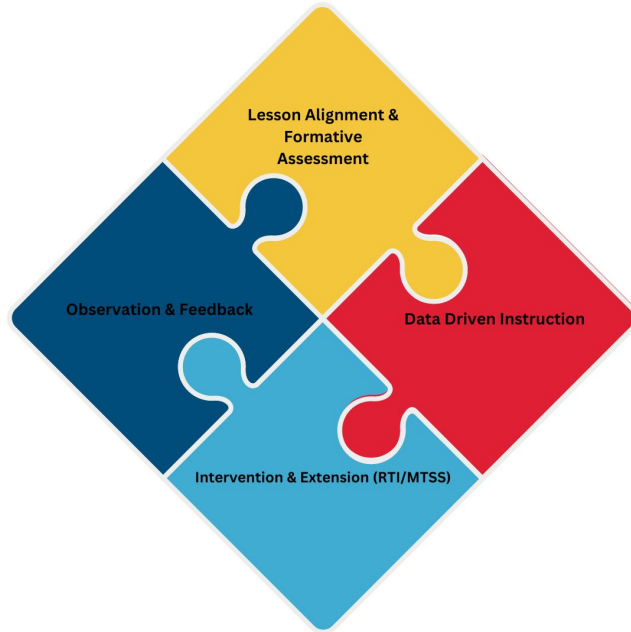
Instructional Leadership Priorities

**EFFECTIVE
SCHOOLS
FRAMEWORK**





Instructional Leadership Priorities



CLEAR IS KIND

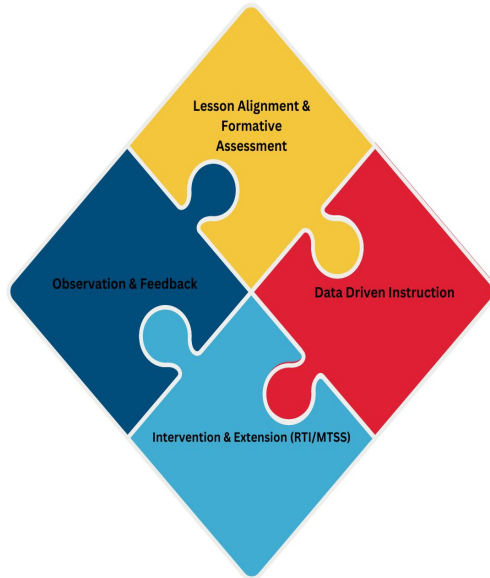
Unclear is unkind!

32

New Updates and Initiatives



24-25 Instructional Leadership Priorities



Priority 1

Lesson Alignment/Formative Assessment & High Quality Instructional Materials

Priority 2

Data Driven Instruction & Intervention/Extension

Priority 3

Observation and Feedback

Irving ISD Instructional Leadership Priorities

ESF Key Practices: Which ESF Key Practices align to Irving ISD Instructional Priorities?

District/Campus Systems, Structures, Non-negotiables: What systems, structures, and non-negotiables need to be in place in order for the success criteria to be mastered?

Instructional Leadership Priority 1: Lesson Alignment/Formative Assessment & HQIM

ESF Key Practices	District Commitments	Campus Systems, Structures, Non-Negotiables
<p>Campus Instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility. (Lever 1)</p> <p>Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations (Lever 4)</p> <p>When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. The district provides opportunities for ongoing support and coaching of the campus leader. The district supports principals by protecting their time dedicated to school instructional leadership. District policies support the effective use of standards-aligned, high quality instructional materials and assessments. The district provides access to interim assessments aligned to the standards and the expected level of rigor. (District Common Assessments) When instructional materials are adopted, the 	<p>Success Criteria</p> <ul style="list-style-type: none"> Lead team members use agendas and tracking tools for their instructional priorities including observation/feedback cycles, PLCs, and data meetings. Instructional materials, including yearly scope and sequences, unit plans, and lesson plans, fully cover the TEKS and ELPS. Instructional materials connect within and across grade levels, resulting in a strategic progression of learning so that new understandings are built on previous foundations. Instructional materials include implementation supports for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations.

Instructional Leadership Priorities

Success Criteria Are Not Merely a Checklist

- ❑ Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery.
- ❑ Campus walkthrough calendar/schedule with a system for monitoring classroom observations.



IMPACT Agenda

Leadership IMPACT Meetings



Instructional Leadership

- Lesson Alignment & Formative Assessment (LAFA) & HQIM
- Observation & Feedback

Monitoring & Accountability

- Data Driven Instruction
- Intervention & Extension

Parent & Community Involvement

Attendance

Campus Culture

Target/Goal Attainment

TPESS	Reflection Question	BOY Conference Discussion	MOY/EOY Possible Artifacts
Instructional Leadership			
Domain 1 Domain 4 Domain 5	Lesson Alignment & Formative Assessment (LAFA) & HQIM What actions have we taken to promote academic achievement, including the following task: <ul style="list-style-type: none"> • Intentional Planning (Purposeful Planning) <ul style="list-style-type: none"> ◦ Know/Show Charts ◦ Agendas • Instructional Pacing Calendars (IPC) • Focus on Essential Standards • Planning and Executing Tier 1 Instruction 	<ul style="list-style-type: none"> • Collaborative Team Meeting Schedule • Plan for creating Know/Show Charts • Identifying Essential Standards • Purposeful Planning Schedule • Planning and Monitoring of Tier 1 Instruction 	<ul style="list-style-type: none"> • PLC Agendas and Protocols • Professional Learning Calendars • Instructional Pacing Calendars • Essential Standards Know/Show Charts • Formative Assessment Examples
Domain 1 Domain 2 Domain 4 Domain 5	Observation & Feedback What actions have we taken to promote academic achievement, including the following task: <ul style="list-style-type: none"> • Coaching/Supporting Tiered Teachers • Utilization of Waterfall Document • Building Capacity of Leadership Team (TPESS) & Teachers (TTESS) • Instructional Focus Walkthroughs 	<ul style="list-style-type: none"> • Walkthrough Data • Walkthrough Schedule • Coaching Tracker • Tiered Teacher List 	<ul style="list-style-type: none"> • Walkthrough Data • Walkthrough Monitoring Schedule • Coaching Plans/Feedback • Evidence of Coaching Effectiveness



Strategic Staffing

- New Interview Protocols - Teachers and Administrators
- TCS/Interim Supports - Connect Ed and Mentors
- Reduction of Staffing Units - Role Adjustments
- Instructional Campus Support - Equity Allocations
 - Campus Based
 - EB Coaches
 - Student Success Coaches
 - Interventionist
 - Academic Specialist
 - District Based
 - Coordinator / Specialist Support
 - Principal Supervisor Support

38



24-25 Elementary curriculum

Training on Amplify and Eureka Curriculum

- Campus Administrators
- Teachers
- Campus Content Coaches ELAR/MATH
- Interventionists
- SpEd Resource/Inclusion
- New Hires



IISD AMPLIFY & EUREKA

Day 1 Implementation Summer Training

Required Attendees: Kinder - 5th Grade

- Core content classroom teachers
- Self-contained teachers must attend an Amplify and Eureka session
- Campus designated Amplify and Eureka coaches
- Interventionists
- Dyslexia interventionists (Amplify session required)
- SPED Resource and Inclusion teachers attend both Amplify and Eureka sessions unless they only support one subject area.

Please reach out to your campus admin with questions related to required attendance

Compensation

187-day professional staff listed above will be compensated \$550 per required training day. Payment will be included in your Irving ISD paycheck in the month following training. Staff may **ONLY** attend the content area(s) they teach or support due to the grant budget.

Irving ISD
Sessions at Region 10

Primary Sessions

July 12 Eureka K-2 Eureka 3-5 Amplify K-2 Amplify 3-5	July 19 Eureka K-2 Eureka 3-5 Amplify K-2 Amplify 3-5
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Makeup Sessions

*July 25 Amplify K-2 Amplify 3-5	*July 26 Eureka K-2 Eureka 3-5
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***July 29**
Amplify K-2
Eureka K-5

*Coaches must attend prior to July 24.

Region 10 Roadshows *New*

Staff unable to attend a July ISD session may attend one of the RD Roadshows. Roadshows are open to all RD districts; therefore, space is limited

Must register for AM and PM

June 4 • Cedar Hill - AM | PM FULL

June 11 • Forney - AM | PM

June 17 • Colton - AM | PM

AM HQIM Roadshow Titles
 Successful HQIM Literacy Implementation
 Successful HQIM Math Implementation

PM HQIM Roadshow Titles
 Product Deep Dive: Explore K-3 Literacy (Amplify Texas Literacy)
 Product Deep Dive: Explore 4-5 Math (Eureka TEXS Edition)

VIDEO INSTRUCTIONS FOR ROADSHOW REGISTRATION

39



Curriculum Implementation Supports

Coaching Support with Internalization of Lessons

- ESC-10 Amplify/ Campus Coach and Teams -Weekly
- Eureka Math Coach, Campus Coach and Teams-Bi-weekly
- Designated Purposeful Planning Days throughout the year

Co-District Classroom Walks

- Classroom walks conducted by a district and campus team of administrators
- Implementation and instructional delivery
- Student Supports during the lesson
- Usage of high quality instructional materials
- Feedback based on observables

40

High Quality Instructional Materials Walkthroughs with Region 10 Coaches and District Leadership

- Fall and Spring Walks into Classrooms
- Pacing and Rigor
- Implementation of High Quality Instructional Materials
- Evidence of Lesson Internalization
- Student Learning and Dialogue with Peers
- Exit Ticket/Quick Checks
- Feedback on Observations



Campus Improvement Plan

Identification of Schools of Improvement



Campus Improvement Plan - CIP

The purpose of the Campus Improvement Plan is to align goals, objectives, strategies, and actions which will lead to high levels of performance for all students and student groups, close achievement gaps, and support systematic change. The planning process is directly linked to, and begins with Comprehensive Needs Assessment (CNA).

42

All Campus Improvement Plans may be found in the school's website after board approval and in [this](#) folder.



Identification of Schools for Improvement

Overview

To align identification of schools for improvement with the state's accountability system, TEA utilizes the Closing the Gaps (CTG) domain performance to identify comprehensive, targeted, and additional targeted support and improvement schools.

43

Irving ISD has **NO** campuses identified as ***Comprehensive Support and Improvement***.



Identification of Schools for Improvement

Purpose

- **TSI** and **ATSI** are both federal designations under the Every Student Succeeds Act (ESSA) aimed at identifying schools that need additional support in meeting state performance standards for specific student groups.
- The **goal** is to ensure that all students, especially those in historically underserved groups, receive quality education and support to improve their outcomes.

44

Criteria for Identification

- **TSI:** Schools receive a TSI designation if one or more student groups fall below the state's academic performance thresholds. The focus is on closing gaps for these groups to improve overall school performance.
- **ATSI:** Schools receive an ATSI designation if they have student groups performing at levels similar to the lowest-performing 5% of schools in the state. ATSI is a more intensive designation and often requires additional intervention and resources.

Identification of Schools for Improvement

Targeted Support:

Crockett Middle - White

Austin Middle - Hispanic and EB

Houston Middle - Hispanic and EB

Keyes ES - Hispanic

Davis ES - Hispanic

Additional Targeted Support:

Cardwell - Hispanic and Eco Dis

Johnson Middle - Special Education

Johnston ES - Special Education

Lee ES - Special Education





Thank You!

46



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47



RECEIVE PRESENTATION OF UPDATES TO CLASS SIZES

Submitted by: Katie Gilleland, Senior Executive Director of Human Resources & Employee Services, Jorge Acosta, Director of Human Resources, and Emilio Morlett, Director of Human Resources.

Summary: The Human Resources Department, in collaboration with various other departments, has undertaken strategic efforts to address the challenges of managing class sizes within the district. Cross-collaborative efforts have been implemented to address campus needs by grade level, class size, and teacher qualifications. As a result of this work, the coordinated efforts across various departments have laid the foundation for change, enabling dedicated educators to make a meaningful impact where it is most needed.

Attached: Updates to Class Sizes Presentation.



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Updates to Class Sizes

October 21, 2024



Enrollment

- Student enrollment has continued to decline in recent years.
- Projections show that student enrollment will be less than registered enrollment as a district.
- Enrollment plays a significant role in the management of class sizes.
- Generally, the goal has been to level class sizes, across the grade level, that exceed the 22:1 ratio.





Leveling Efforts

- “New Normal” in reference to class ratios necessitated by:
 - Teacher shortages
 - Complex leveling needs in programmatic areas, and
 - Decreased enrollment





Leveling Efforts Cont'd.

- Leveling efforts included a cross-collaborative effort between Human Resources, School Leadership, and Special Education to:
 - Account for campus needs by grade-level, class size, qualifications.
 - Verify proper allocation of positions to meet campus needs.





Leveling Efforts Cont'd.

- Excessed units repurposed to address high-enrollment areas.
- Deference is given to classes at lower grade levels and to classes with most disparate ratios.
- Credential review completed to ensure alignment with assigned roles.
 - Note: Monolingual interims/TCS's are not able to serve in a bilingual role.





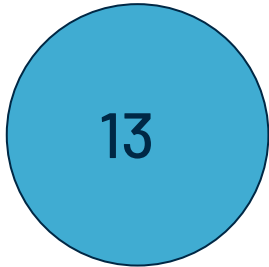
Leveling Efforts Cont'd.



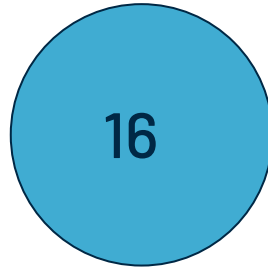
Bilingual A



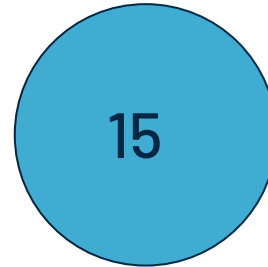
Bilingual B



Monolingual A



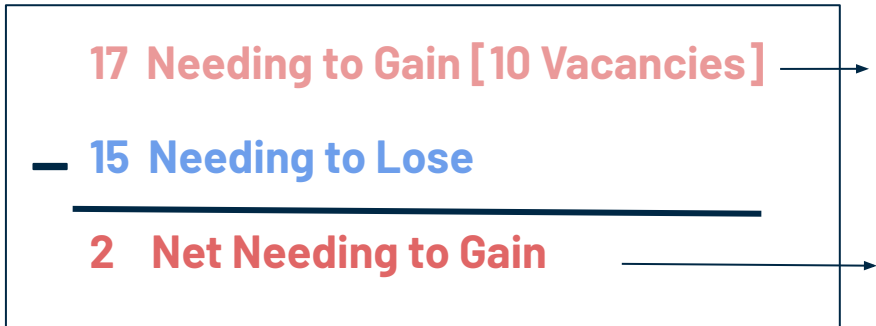
Monolingual B



Monolingual C

Leveling Results

- Only bilingual-certified educators can serve in bilingual classrooms.
- As a result, 10 bilingual “needs” were not satisfied through leveling.
- 8/10 of those bilingual “needs” can be accounted for through existing positions.
- 2 additional units would satisfy all current bilingual “needs.”



(+) Need to Gain	(-) Need to Lose
ESL - T Haley 107	ESL - Brown 102
ESL - Good 105	ESL - J Haley 106
ESL - Lee 111	ESL - J Haley 106
ESL - Lee 111	ESL - J Haley 106
ESL - Lively 112	ESL - J Haley 106
BIL - Schulze 114	ESL - Lively 112
BIL - Hanes 119	ESL - Lively 112
BIL - J Haley 106	ESL - Schulze 114
BIL - Johnston 108	ESL - Schulze 114
BIL - Keyes 109	BIL - Schulze 114
BIL - Keyes 109	ESL - Hanes 119
BIL - Lee 111	ESL - Townley 120
BIL - Lee 111	BIL - Gilbert 122
BIL - Davis 121	ESL - Townsell 123
BIL - Davis 121	BIL - Stipes 124
BIL - Townsell 123	
BIL - Townsell 123	





Thinking Outside the Box

- Combining adjacent grade levels for one teacher to support to enhance teacher impact in low-ratio instances.
- Redistributing certified teachers to lower grade levels.
- Professional support positions from Central Administration staffing repurposed to provide specialized classroom support.
- Cross-collaborative recruitment effort.
- Possibility of maintaining units to address need.
- Paraprofessional small-group support.



Results

The collaborative leveling efforts across various departments have laid the foundation for change to be embraced by our dedicated educators, who are eager to make a meaningful impact where it is most needed!





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