

Irving Independent School District
Barbara Cardwell Career Preparatory Center
2021-2022 Campus Improvement Plan



Mission Statement

Barbara Cardwell Career Preparatory Center, along with our community, will encourage high levels of learning for all students through positive relationships and rigorous instruction.

Vision

We will meet every student where they are and build individualized plans for future success.

Value Statement

At Barbara Cardwell, we build hope, celebrate success and produce lifelong learners,

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barbara Cardwell is an alternative high school of choice in Irving ISD. We provide educational services for students enrolled in grades 9-12. Cardwell houses the District's CEHI/TAPPS program. Each spring, students who have failed at least one grade and will be 14 by September 1 of the following school year, are eligible to apply for the Star Academy, which targets students, who, based on research, are at a greater risk of dropping out of school. Students accepted into the program will skip the 8th grade and begin their high school journey. These specific students are enrolled in an additional reading class and are provided intervention to spiral in 8th grade power standards. Other students who are enrolled in 8th - 12th grades may apply to attend Cardwell. Applications are submitted online and reviewed by a campus committee to plan for and ensure the student's specific needs can be met. Students who would like to participate in the Graduation Lab must be approved via Campus Operations.

Enrollment Snapshot:

205 on September 24, 2021

Race/Ethnicity:

Hispanic - 82%

White - 7%

African American - 6%

American Indian - 2%

Asian - 2%

Pacific Islander - .5%

Two or more races - .5%

Student Groups:

Economically Disadvantaged - 87%

English Learner - 42%

Migrant -)%

Special Education 4%

At-Risk - 88%

Homeless - 1%

Gifted and Talented - 8%

504 - 17%

Dyslexia - 10%

Staff Data:

Teachers

Cardwell - 35 plus 2 vacancies

Rattree - 6

Years of Experience in Core Subjects:

Beginning - 1

1 - 5 years of experience - 8

6 - 10 years of experience - 7

11 - 20 years of experience - 4

Student Outcomes and Performance:

Student Achievement - Rating B / 84%

Academic Growth - Not calculated due to Covid

Closing the Gap - Rating C / 73%

Overall Rating - B

Student Engagement (students were remote only the 1st 6 weeks and both virtual and in-person was offered for the remainder of the year)

Attendance: 85%

9th grade: 94.22%

10th grade: 91.29%

11th grade: 81.49%

12th grade: 72.95%

Demographics Strengths

Overall attendance in a virtual/in-person learning year of 85% with the 9th and 10th grade remaining at 94% and 91% respectively.

One new teacher in a core subject area.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The reading target for the state is 44% at meets grade level or above. Cardwell is performing at 18% or lower for the last 4 years for all students., Hispanic, and Economically Disadvantaged. **Root Cause:** Targeted Tier II instruction is under utilized in the second block of a double-blocked class. Additionally, the English II teacher is a singleton, as well as being new to that subject area for 3 consecutive years, including this year. COVID, virtual learning and attendance beyond a button are also contributing factors for the last two years.

Problem Statement 2: In 20-21, 15% of 9th grade students did not meet their projected growth on EOY MAP data in Math. **Root Cause:** The ability to provide quality Tier II and Tier III interventions for identified students due to virtual, hybrid and in-person learning models.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





Goals

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 1: Increase the percentage of students who score at Meets or above on STAAR English EOC (I and II combined) from 15% to 20% by May 2022.

Targeted or ESF High Priority





Evaluation Data Sources: Increase student achievement by utilizing MAP data, Achieve 3000 and district curriculum to guide Tier I instruction and Tier II interventions during scheduled class time. Students will be provided intentional Tier III interventions based on district indicators.

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted intervention strategies will be utilized based on individual student needs determined by data points from MAP, Achieve 3000 and District Common Assessments, as well as the District Interim Assessment.</p> <p>Strategy's Expected Result/Impact: Student performance scores on STAAR EOC will reflect individual student growth.</p> <p>Staff Responsible for Monitoring: Teacher, Department Chair, Assistant Principal, Counselor</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 2: Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 26 % to 29% by May 2022.





Evaluation Data Sources: Students will participate in BOY, MOY AND EOY MAP Reading assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will set individual goals, track their data and assess their growth.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed their projected growth goal for MAP reading.</p> <p>Staff Responsible for Monitoring: Teacher, interventionist, Department Chair, Assistant Principal and Counselor.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 1: Increase the percentage of students who score at Meets or above on the STAAR Algebra I EOC from 30% to 33% by May 2022.





Evaluation Data Sources: Increase student achievement by utilizing MAP data and district curriculum to guide Tier I instruction and Tier II interventions during scheduled class time. Students will be provided intentional Tier III interventions based on district indicators.

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted intervention strategies will be utilized based on individual student needs determined by data points from MAP and District Common Assessments, as well as the District Interim Assessment.</p> <p>Strategy's Expected Result/Impact: Student performance scores on STAAR EOC will reflect individual student growth.</p> <p>Staff Responsible for Monitoring: Teacher, Interventionist, Department Chair, Administrative Liaison and Counselor</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 2: Increase the percentage of Algebra students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics for 85% to 88% by May 2022.

Evaluation Data Sources: Students will participate in BOY, MOY AND EOY MAP Math Assessments.





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will set individual goals, track their data and assess their growth.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed their projected growth goal for MAP Math.</p> <p>Staff Responsible for Monitoring: Teacher, Interventionist, Department Chair, Administrative Liaison and Counselor.</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 1: Increase the percentage of students attaining TSI from 9% to 10% by May 2022.

HB3 Goal

Evaluation Data Sources: TSI results from tested students who receive instruction in CPMATH and CPELA courses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive TSI preparation from coursework and other prep sites.</p> <p>Strategy's Expected Result/Impact: Students performance scores on TSIA will demonstrate college readiness.</p> <p>Staff Responsible for Monitoring: teachers, Assistant Principal, Administrative Liaison, counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

Addendums