

# Irving Independent School District

## Townsell Elementary School

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

*At Townsell, we will ensure ALL students are provided social and academic support to learn at high levels in a safe environment focused on future-readiness.*

## Vision

*We must create equitable learning experiences that empower and inspire ALL learners to be leaders.*

## School Motto

*Honor the HOWL*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Campus Demographics

- African American = 28%
- American Indian/Alaskan Native = 0.8%
- Asian = 14%
- Hispanic = 53%
- Two or More = 1%
- White, not of Hispanic Origin = 3%
- Economically Disadvantaged = 87.9%
- Gifted/Talented = 16%
- Special Education = 10%
- Limited English Proficient - 49%
- At Risk= 64%
- Grades Pre-K - 5th Grade
- 841 Students
- 2021-2022 Attendance Rate = 91.4%
- 2021-2022 Mobility Rate = 19.9%
- 22:1 Student: Teacher ratio

----- Campus -----

Staff Information	Count/Average	Percent	District	State
Total Staff	77.4	100.0%	100.0%	100.0%
Professional Staff:	63.4	82.0%	67.9%	64.3%
Teachers	53.8	69.5%	51.5%	49.6%
Professional Support	6.6	8.6%	11.5%	10.6%
Campus Administration (School Leadership)	3.0	3.9%	2.8%	3.0%
Educational Aides:	14.0	18.0%	12.7%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	30.0	4,290.0
Part-time Librarians	0.0	n/a	6.0	582.0
Full-time Counselors	2.0	n/a	94.0	13,211.0
Part-time Counselors	0.0	n/a	6.0	1,126.0
Total Minority Staff:	44.8	57.9%	61.0%	51.5%
Teachers by Ethnicity:				
African American	12.5	23.2%	17.2%	11.1%
Hispanic	16.7	31.0%	31.1%	28.4%
White	22.7	42.3%	46.1%	56.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.9	1.7%	3.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.9%	2.3%	1.2%
Teachers by Sex:				
Males	6.9	12.8%	24.3%	23.8%
Females	46.9	87.2%	75.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.2%
Bachelors	43.0	80.0%	69.2%	73.0%
Masters	10.7	20.0%	29.5%	25.0%
Doctorate	0.0	0.0%	1.0%	0.7%

----- Campus -----

Staff Information	Count/Average	Percent	District	State
Teachers by Years of Experience:				
Beginning Teachers	7.5	13.9%	6.8%	6.7%
1-5 Years Experience	19.7	36.7%	32.5%	27.8%
6-10 Years Experience	10.7	20.0%	23.7%	20.3%
11-20 Years Experience	13.8	25.7%	27.2%	29.1%
21-30 Years Experience	1.0	1.9%	8.2%	13.0%
Over 30 Years Experience	1.0	1.9%	1.7%	3.1%
Number of Students per Teacher	15.4	n/a	14.9	14.5

**Demographics Strengths**

Townsell Elementary is located in one of the most diverse zip codes in the United States, allowing students to experience learning and collaboration in a culturally diverse environment. Numerous multicultural celebrations throughout the year instill acceptance and inclusion practices within our campus systems and processes. Townsell has been acknowledged for our equitable processes when identifying scholars in special programs. There are systems in place to support our scholars that need additional resources outside of school. Through community partnerships, students receive assistance with purchasing uniforms, weekend meals, and health and wellness facilities. Townsell has a student-led community food pantry housed on our campus. There is a culture of service and community that supports ALL scholars as they strive for excellence.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

**Problem Statement 2 (Prioritized):** Our Emergent Bilingual and English language learners are not meeting their expected learning targets. **Root Cause:** There is a lack of resources for EB/EL students that speak languages other than Spanish.

**Problem Statement 3 (Prioritized):** The special education population continues to grow each year by nearly 1%. **Root Cause:** There is a need for a better MTSS process that is rooted in evidence-based interventions.

# Student Learning

## Student Learning Summary

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	332	332	93	-	757	
Approaches GL or Above	207	173	37	-	417	55%
Meets GL or Above	139	78	15	-	232	31%
Masters GL	63	39	5	-	107	14%
Total Percentage Points						100%
Component Score						33

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	55%	50%	55%	60%	82%	72%	13%	58%	53%	56%	59%	27%	47%	57%	50%
At Meets GL Standard or Above	31%	29%	27%	40%	55%	52%	0%	26%	28%	30%	33%	17%	33%	32%	28%
At Masters GL Standard	14%	13%	13%	23%	9%	27%	0%	0%	13%	13%	14%	6%	7%	15%	12%
Number of Tests															
At Approaches GL Standard or Above	417	114	207	24	9	51	1	11	359	192	221	23	7	292	125
At Meets GL Standard or Above	232	67	101	16	6	37	0	5	194	102	122	15	5	162	70
At Masters GL Standard	107	30	48	9	1	19	0	0	87	44	51	5	1	78	29
Total Tests	757	230	378	40	11	71	8	19	681	342	373	86	15	509	248
Participation															
% participation 2020-21	96%	92%	98%	98%	95%	97%	-	100%	96%	98%	98%	85%	73%	97%	95%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
% participation 2021-22 ELA/Reading	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Percent of Tests															
At Approaches GL Standard or Above	62%	57%	63%	65%	80%	75%	*	67%	60%	64%	66%	32%	57%	66%	55%
At Meets GL Standard or Above	42%	41%	39%	47%	80%	59%	*	33%	39%	41%	44%	22%	43%	44%	36%
At Masters GL Standard	19%	19%	18%	24%	20%	28%	*	0%	17%	18%	19%	8%	0%	21%	14%
Number of Tests															
At Approaches GL Standard or Above	207	58	103	11	**	24	*	6	180	96	109	12	4	149	58
At Meets GL Standard or Above	139	41	64	8	**	19	*	3	117	62	73	8	3	101	38
At Masters GL Standard	63	19	30	4	**	9	*	0	52	27	31	3	0	48	15
Total Tests	332	101	164	17	**	32	*	9	299	151	165	37	7	227	105
Participation															
% participation 2020-21	96%	93%	98%	100%	100%	98%	-	100%	96%	98%	98%	83%	*	97%	96%
% participation 2021-22	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	52%	49%	52%	53%	80%	69%	*	44%	49%	54%	58%	19%	29%	55%	47%
At Meets GL Standard or Above	23%	22%	20%	41%	40%	44%	*	11%	21%	25%	27%	14%	14%	24%	23%
At Masters GL Standard	12%	10%	10%	24%	0%	25%	*	0%	10%	11%	12%	5%	14%	12%	11%
Number of Tests															
At Approaches GL Standard or Above	173	49	85	9	**	22	*	4	148	82	95	7	2	124	49
At Meets GL Standard or Above	78	22	32	7	**	14	*	1	64	37	44	5	1	54	24
At Masters GL Standard	39	10	17	4	**	8	*	0	30	16	19	2	1	27	12
Total Tests	332	101	164	17	**	32	*	9	299	151	165	37	7	227	105



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Participation															
% participation 2020-21	96%	94%	96%	100%	89%	96%	-	100%	95%	96%	96%	83%	*	96%	95%
% participation 2021-22	100%	100%	99%	100%	100%	100%	*	100%	100%	99%	99%	100%	100%	100%	99%
Science															
Percent of Tests															
At Approaches GL Standard or Above	40%	25%	38%	67%	*	71%	-	*	37%	35%	40%	33%	*	35%	47%
At Meets GL Standard or Above	16%	14%	10%	17%	*	57%	-	*	16%	8%	12%	17%	*	13%	21%
At Masters GL Standard	5%	4%	2%	17%	*	29%	-	*	6%	3%	2%	0%	*	5%	5%
Number of Tests															
At Approaches GL Standard or Above	37	7	19	4	*	5	-	*	31	14	17	4	*	19	18
At Meets GL Standard or Above	15	4	5	1	*	4	-	*	13	3	5	2	*	7	8
At Masters GL Standard	5	1	1	1	*	2	-	*	5	1	1	0	*	3	2
Total Tests	93	28	50	6	*	7	-	*	83	40	43	12	*	55	38
Participation															
% participation 2020-21	96%	91%	100%	83%	*	94%	-	*	95%	100%	100%	*	*	98%	92%
% participation 2021-22	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	*	100%	100%

### Student Learning Strengths

- Earned a distinction for Top 25 Percent: Comparative Academic Growth

- The campus maintained a TEA rating "B" rating
- Increased from an overall score of 80 to an 85
- Academic Growth Score of 86

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 21-22 Townsell Reading scores indicate that 42% of students scored at "meets grade level or above" and 19% of students scored at "masters grade level or above". **Root Cause:** There is a need for targeted and explicit reading instruction based on the needs of the students.

**Problem Statement 2 (Prioritized):** 21-22 Townsell science scores indicate that 16% of students scored "meets grade level or above" and 5% of students scored at "masters grade level or above". **Root Cause:** There is a need for explicit vocabulary and reading instruction embedded in Science daily lessons.

**Problem Statement 3 (Prioritized):** 21-22 Townsell Math scores indicate that 23% of all students scored at "meets grade level or above" and 12% scored at "masters grade level or above". **Root Cause:** There is a need for more concrete modeling to strengthen basic math and reasoning skills for all students.

**Problem Statement 4 (Prioritized):** Our Emergent Bilingual and English language learners are not meeting their expected learning targets. **Root Cause:** There is a lack of resources for EB/EL students that speak languages other than Spanish.

**Problem Statement 5 (Prioritized):** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

**Problem Statement 6 (Prioritized):** The special education population continues to grow each year by nearly 1%. **Root Cause:** There is a need for a better MTSS process that is rooted in evidence-based interventions.

# School Processes & Programs

## School Processes & Programs Summary

- Highly qualified teachers are recruited and supported through campus and district mentorship programs.
- Teachers are assigned roles that highlight their strengths
- Data-informed decisions are made to drive professional development
- Stakeholder's input is solicited throughout the year
- One-Way Dual Language Program
- GT Program
- 2nd Year of AVID Elementary Implementation
- 1-to-1 technology integration
- Capturing Kids Heart and CHAMPS implemented to support a positive student culture.
- Master schedule created around student needs
- Weekly PLC meetings
- Tier 3 Intervention time built into the master schedule

## School Processes & Programs Strengths

Weekly focused walkthroughs are conducted to evaluate lesson alignment and engagement

Assessment data is used to drive classroom instruction

Faculty meetings will be focused on providing effective tier I best practices.

There is a culture of future readiness for all students supported by the implementation of AVID Elementary

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The special education population continues to grow each year by nearly 1%. **Root Cause:** There is a need for a better MTSS process that is rooted in evidence-based interventions.

**Problem Statement 2 (Prioritized):** Our Emergent Bilingual and English language learners are not meeting their expected learning targets. **Root Cause:** There is a lack of resources for EB/EL students that speak languages other than Spanish.

**Problem Statement 3 (Prioritized):** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

# Perceptions

## Perceptions Summary

**Mission** - At Townsell, we will ensure ALL students are provided social and academic support to learn at high levels in a safe environment focused on future readiness.

**Vision** - We must create equitable learning experiences that empower and inspire ALL learners to be leaders.

Townsell is currently in the process of becoming an AVID Certified Elementary Campus. Implementation began in 2021-22.

Academy 4 and Leaders 5 Community Partnership Programs provided mentors for all fourth and fifth-grade students.

Capturing Kids Hearts is used to build relational capacity across the campus and support scholars' and staff's social and emotional needs.

The House Systems is used to promote a sense of community and connection across the campus.

## Perceptions Strengths

At Townsell Elementary, all teachers believe each scholar will achieve personal and academic success in a cutting-edge environment. Each scholar will continuously develop and exemplify a positive character in all aspects of life. Each scholar will adapt and thrive in a diverse and global community.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Staff retention rates have lowered, and teacher absences continue to be consistently high. **Root Cause:** We lack a systematic approach to address the increased needs of our campus teachers.

# Priority Problem Statements

**Problem Statement 2:** The diverse student needs have increased the number of students needing targeted support to close gaps.

**Root Cause 2:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 1:** The special education population continues to grow each year by nearly 1%.

**Root Cause 1:** There is a need for a better MTSS process that is rooted in evidence-based interventions.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 4:** 21-22 Townsell Reading scores indicate that 42% of students scored at "meets grade level or above" and 19% of students scored at "masters grade level or above".

**Root Cause 4:** There is a need for targeted and explicit reading instruction based on the needs of the students.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 3:** Staff retention rates have lowered, and teacher absences continue to be consistently high.

**Root Cause 3:** We lack a systematic approach to address the increased needs of our campus teachers.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 7:** Our Emergent Bilingual and English language learners are not meeting their expected learning targets.

**Root Cause 7:** There is a lack of resources for EB/EL students that speak languages other than Spanish.

**Problem Statement 7 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 5:** 21-22 Townsell science scores indicate that 16% of students scored "meets grade level or above" and 5% of students scored at "masters grade level or above".

**Root Cause 5:** There is a need for explicit vocabulary and reading instruction embedded in Science daily lessons.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 21-22 Townsell Math scores indicate that 23% of all students scored at "meets grade level or above" and 12% scored at "masters grade level or above".

**Root Cause 6:** There is a need for more concrete modeling to strengthen basic math and reasoning skills for all students.

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

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

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- 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 PK students who are Proficient on all 5 (English/Spanish combined) Circle indicators by at least 15% by May 2023.

Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social-Emotional, Early Writing skills

Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will create common assessments and track data measure mastery and develop prevention and intervention opportunities as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will accelerate pre-kindergarten students' early literacy and self-regulation skills to create a stronger foundation for learning in the future grades.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-Kinder Teachers Interventionist Academic Specialist Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue







**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 PK students who are Proficient on Phonological Awareness in the Circle assessment (English/Spanish combined) from 66.5% to 77% by May 2023.

**High Priority**

**Evaluation Data Sources:** Circle Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will accelerate pre-kindergarten students' early literacy and self-regulation skills to create a stronger foundation for learning in the future grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will accelerate pre-kindergarten students' early literacy and self-regulation skills to create a stronger foundation for learning in the future grades.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-Kinder Teachers Interventionist Academic Specialist Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 3:** Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 52.9% to 68% by May 2023.

Increase the percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 54.2% to 60% by May 2023.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP results  
STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will embed writing in all content areas and highlight students' writing samples weekly on the campus WOW (Writing on Wednesdays) wall.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase meets performance by 15% on STAAR Reading by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> All Pre-K - 5th grade Core Teachers Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplies - 199 - General Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement small group reading and math lessons daily with fidelity using formative assessment data to target areas of opportunity for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve reading, math, writing, and science scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Interventionists Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 21-22 Townsell Reading scores indicate that 42% of students scored at "meets grade level or above" and 19% of students scored at "masters grade level or above". <b>Root Cause:</b> There is a need for targeted and explicit reading instruction based on the needs of the students.</p>

**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 4:** Townsell Elementary will promote early Reading and Literacy skills in grades kindergarten through third. This will foster a strong reading foundation and close achievement gaps for all students. For the 2022-2023 school year the following goals will be achieved by the end of the school year:

The percent of Kinder students "on track" by mCLASS will increase from 41% to 61% by June 2023

The percent of First grade students "on track" on mCLASS will increase from 53% to 68% by June 2023

The percent of Second grade students "on track" on mCLASS will increase from 52% to 67% by June 2023

The percent of Third grade students who score at meets grade level or above on STAAR Reading from 29% to 44% by 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Assessment Data  
NWEA MAP Reading Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will embed writing in all content areas and highlight students' writing samples weekly on the campus WOW (Writing on Wednesdays) wall.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase meets performance by 10% on STAAR Reading by May 2021.</p> <p><b>Staff Responsible for Monitoring:</b> All Pre-K - 5th grade Core Teachers Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional supplies and displays - 199 - General Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement guided reading and math groups daily with fidelity using formative assessment data to target areas of opportunity for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve reading, math, writing, and science scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Interventionists Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Progress Learning and Instructional Supplies - 199 - General Funds - \$5,500</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 21-22 Townsell Reading scores indicate that 42% of students scored at "meets grade level or above" and 19% of students scored at "masters grade level or above". <b>Root Cause:</b> There is a need for targeted and explicit reading instruction based on the needs of the students.</p>
<p><b>Problem Statement 3:</b> 21-22 Townsell Math scores indicate that 23% of all students scored at "meets grade level or above" and 12% scored at "masters grade level or above". <b>Root Cause:</b> There is a need for more concrete modeling to strengthen basic math and reasoning skills for all students.</p>

**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 Kindergarten-Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 40.9% to 60.9% by May 2023.

Increase the percentage of African American students from 53.7% to 63%% by May 2023.

**HB3 Goal**

**Evaluation Data Sources:** NWEA data  
Campus Common Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of the CRA (concrete - representational - abstract) lesson model for math instruction.  <b>Strategy's Expected Result/Impact:</b> Increase scores on math district common assessment, state assessments, and MAP by at least 10%  <b>Staff Responsible for Monitoring:</b> Teachers, interventionists, administrators</p> <p><b>Title I:</b> 2.4, 2.6  <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 3  <b>Funding Sources:</b> Math manipulatives - 199 - General Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement guided reading and math groups daily with fidelity using formative assessment data to target areas of opportunity for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve reading, math, writing, and science scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Interventionists Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Progress Learning and Instructional Materials - 199 - General Funds - \$5,500</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 21-22 Townsell Reading scores indicate that 42% of students scored at "meets grade level or above" and 19% of students scored at "masters grade level or above". <b>Root Cause:</b> There is a need for targeted and explicit reading instruction based on the needs of the students.</p>
<p><b>Problem Statement 3:</b> 21-22 Townsell Math scores indicate that 23% of all students scored at "meets grade level or above" and 12% scored at "masters grade level or above". <b>Root Cause:</b> There is a need for more concrete modeling to strengthen basic math and reasoning skills for all students.</p>

**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 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 52% to 67% by May 2023.

Increase the percentage of African American students from 50% to 60% by May 2023.

**Evaluation Data Sources:** STAAR Assessment Data  
DCA Data  
NWEA MAP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use data from campus and district formative assessments to measure mastery and develop prevention and intervention opportunities as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will improve reading, math, writing, and science scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Interventionists Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of MTSS to provide targeted academic and behavior interventions to all tier 2 and 3 students daily utilizing research-based math and reading intervention strategies and programs.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show at least one year of growth in reading levels and reduce the number of tier 3 students by at least 10% by May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, Administrators, and Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 6 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Materials and Professional Development - 199 - General Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> The special education population continues to grow each year by nearly 1%. <b>Root Cause:</b> There is a need for a better MTSS process that is rooted in evidence-based interventions.</p>
<b>Student Learning</b>
<p><b>Problem Statement 6:</b> The special education population continues to grow each year by nearly 1%. <b>Root Cause:</b> There is a need for a better MTSS process that is rooted in evidence-based interventions.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> The special education population continues to grow each year by nearly 1%. <b>Root Cause:</b> There is a need for a better MTSS process that is rooted in evidence-based interventions.</p>

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

**Performance Objective 1:** By 2023, Townsell Elementary will be the first certified AVID Elementary campus in Irving ISD.

**Evaluation Data Sources:** AVID CCI Report  
Certification of AVID-Trained Teachers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement focused note-taking system to assist students with organizing and accessing their learning.  <b>Strategy's Expected Result/Impact:</b> Increased number of students enrolled in advanced courses when transitioning to secondary.                      Streamline and better prepare elementary students for the transition to middle school.                      Increase student achievement and performance level on state assessments.  <b>Staff Responsible for Monitoring:</b> Campus Administration, AVID Site Coordinator, Campus AVID Site Team</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5 - School Processes &amp; Programs 3  <b>Funding Sources:</b> Instructional Materials for Organization, Reading, and Writing - 211 - Title I-A - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive targeted professional development focused on embedding WICOR (writing - inquiry - collaboration - organization - reading) into their daily lessons.  <b>Strategy's Expected Result/Impact:</b> Building capacity in all teachers to provide strong tier one instruction for all students.  <b>Staff Responsible for Monitoring:</b> Administrators                      Interventionist                      Academic Specialist                      3rd - 5th grade Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction                      - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5 - School Processes &amp; Programs 3  <b>Funding Sources:</b> Professional Development - 199 - General Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

**Student Learning**

**Problem Statement 5:** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

**School Processes & Programs**

**Problem Statement 3:** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

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

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 38.5% to 53.5% by May 2023.

Increase the percentage of African American and English Language Learner students from 36.7% to 46% by May 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP Data  
 STAAR Assessment Data  
 TELPAS Assessment Data  
 District Common Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focus on DOK levels of questioning, critical thinking, and alignment to state standards.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on state readiness standards and increase performance on problem-solving.  <b>Staff Responsible for Monitoring:</b> Teachers, interventionist, and administrators</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct vertical alignment meetings and instructional walks every six weeks to discuss gap-causing TEKS, common language, and appropriate re-teaching. Strategies will be explored that differentiate for scholars receiving specialized services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement of specialized populations; LEP, Special Education, and African-American students. Students will improve reading, math, writing, and science scores from campus and district common assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, Specialist, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</li> <li>- <b>Targeted Support Strategy</b></li> </ul>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 3:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 21.4% to 36.4% by May 2023.

Increase the percentage of Hispanic students from 18.4% to 28% by May 2023.

**Evaluation Data Sources:** NWEA MAP Assessment Data  
 STAAR Assessment Data  
 District Common Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focus on DOK levels of questioning, critical thinking, and alignment to state standards.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on state readiness standards and increase performance on problem-solving.  <b>Staff Responsible for Monitoring:</b> Teachers, interventionist, and administrators</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct vertical alignment meetings and instructional walks every six weeks to discuss gap-causing TEKS, common language, and appropriate re-teaching. Strategies will be explored that differentiate for scholars receiving specialized services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement of specialized populations; LEP, Special Education, and African-American students. Students will improve reading, math, writing, and science scores from campus and district common assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, Specialist, Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</li> <li>- <b>Targeted Support Strategy</b></li> </ul>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

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

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 5.9% to 2% by May 2022.

**Evaluation Data Sources:** Campus Attendance Reports  
District Attendance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor attendance weekly and provide incentives for students who have perfect attendance.  <b>Strategy's Expected Result/Impact:</b> Students' attendance will be at or above 97% for the year.  <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Counselors</p> <p><b>Title I:</b> 2.6  - <b>TEA Priorities:</b> Improve low-performing schools  - <b>ESF Levers:</b> Lever 3: Positive School Culture  - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5 - School Processes &amp; Programs 3  <b>Funding Sources:</b> Incentives and celebrations - 199 - General Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to work cooperatively with the campus attendance committee, campus administrators, and district attendance administrators to improve student attendance.  <b>Strategy's Expected Result/Impact:</b> The number of absent or truant students will decrease from the previous year.  <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, and Teachers</p> <p><b>Title I:</b> 2.6  - <b>TEA Priorities:</b> Improve low-performing schools  - <b>ESF Levers:</b> Lever 3: Positive School Culture  - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

**Student Learning**

**Problem Statement 5:** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.





**School Processes & Programs**

**Problem Statement 3:** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

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

**Performance Objective 2:** Host 3 family engagement events with at least 20% of families in attendance by May 2023

**Evaluation Data Sources:** Event Sign In Sheets  
 Campus Event Calendar  
 Parent Feedback Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Townsell will host a Math, Science, and Literacy Night event partnered with our AVID Family Workshops.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased family engagement and parental support provided to increase student achievement and community relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Teachers            AVID Site Team            Academic Specialist            Interventionists</p> <p><b>Title I:</b>            2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Retaining 98% of all staff performing at proficient or high in all domains of their T-TESS evaluation tool by June 2022.

**Evaluation Data Sources:** T-TESS Evaluation Data  
 Walkthrough Data  
 Campus Culture Surveys  
 Resignation reason data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus culture and climate survey will be provided at 45 days, 90 days, and 180 days of instruction to prioritize campus needs and acknowledge growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve morale and overall campus culture for students and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, and support staff</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Professional Development and Team Building - 199 - General Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Staff retention rates have lowered, and teacher absences continue to be consistently high. <b>Root Cause:</b> We lack a systematic approach to address the increased needs of our campus teachers.</p>

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

**Performance Objective 2:** Establish a Threat Assessment Team and a Diversity, Equity, and Inclusion Campus Committee that meets 4 times a year to establish cultural intelligence goals for the campus and monitor progress on goals.





**Evaluation Data Sources:** Documented Threat Assessment Teams  
DEI Committee Meeting Agendas and Minutes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct 4 professional development sessions that focus on enhancing our cultural intelligence and increasing safety measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a more structured and safe learning environment for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors, and teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 3:** Developing a campus culture that promotes college, career, and service readiness to ensure teachers and students are focusing on academic and social skills that are necessary for future readiness.

**Evaluation Data Sources:** Campus Culture Surveys  
 District Culture Surveys  
 AVID Observation Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collect BOY, MOY, and EOY data on students' performance on AVID skills.  <b>Strategy's Expected Result/Impact:</b> Provided social and academic supports for students in grades 3-5  <b>Staff Responsible for Monitoring:</b> AVID-trained staff</p> <p><b>Title I:</b>                      2.5, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1 - Student Learning 5 - School Processes &amp; Programs 3  <b>Funding Sources:</b> Instructional materials - 199 - General Funds: SCE - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collect parent and teacher surveys on the implementation of AVID in December and May.  <b>Strategy's Expected Result/Impact:</b> Create a culture and community focused on future-readiness for all students.  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, and support staff</p> <p><b>Title I:</b>                      2.6, 4.2  <b>- TEA Priorities:</b>                      Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 1:** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

**Student Learning**

**Problem Statement 5:** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

**School Processes & Programs**

**Problem Statement 3:** The diverse student needs have increased the number of students needing targeted support to close gaps. **Root Cause:** The high mobility rate of students negatively impacts the ability to build relationships and complete the cycle of intervention support with scholars.

# State Compensatory

## Budget for Townsell Elementary School

**Total SCE Funds:** \$36,360.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

Instructional Aide Salary and instructional materials
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## Personnel for Townsell Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Morris	Instructional Paraprofessional	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Campus Leadership Team reviewed summative data in June 2022

CIP Committee met in August 2022 to review the previous plan and goals

Goals were presented to the entire teaching staff in August 2022

Strategies were determined collaboratively during the BOY Campus Professional Learning Week

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Feedback was received from all stakeholders to develop the CIP based on multiple sources of data to determine campus needs.

### 2.2: Regular monitoring and revision

The campus improvement plan is reviewed 4 times a year in November, February, April, and June by the CIC committee. The committee meets routinely to review and make revisions to the CIP based on needs and data.

### 2.3: Available to parents and community in an understandable format and language

A paper copy of the plan is located in the Campus Front Office and Library in multiple languages.

The CIP is shared in the monthly parent newsletter via School Messenger, and parents can request a copy in the front office or view it online.

## 3. Annual Evaluation

### 3.1: Annually evaluate the schoolwide plan

Data will be collected throughout the school year to assess our progress on CIP goals and determine the need for revisions.

## 4. Parent and Family Engagement (PFE)



## **4.1: Develop and distribute Parent and Family Engagement Policy**

Campus Leadership collaborates with the Parent Liaison, parents, and community partners to create the Parent and Family Engagement Policy. It is provided to stakeholders in English and Spanish.

The Annual Title I Meetings will occur on:

- Tuesday, September 27, 2022, from 5:30 - 6:00 pm
- Thursday, September 29, 2022, from 5:00 - 5:30 pm

The Parent and Family Engagement Policy and Parent Compact is distributed to parents at the meeting and sent home with students. It is also sent to parents in the monthly newsletter via School Messenger.

## **4.2: Offer flexible number of parent involvement meetings**

Please see TitleICrate for the following documentation.

## **5. Targeted Assistance Schools Only**

### **5.1: Determine which students will be served by following local policy**

Not applicable for all of Irving because we are not targeted for assistance (federal and lower than 40% low SES).

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deyanira Valdez	Parent Liaison	Parent Involvement	1
Saudekesha Cummings	Intervention Specialist	Math Intervention	1
Tracy Williams	Intervention Specialist	Reading Intervention	1

# 2022-2023 Campus Improvement Team

Committee Role	Name	Position
Administrator	Amber Brooks	Principal
Administrator	Pamela Mccray	Assistant Principal
Administrator	Jon Huricks	Assistant Principal
Parent	Yara Salhi	Parent
Parent	Claudia Gomez	Parent
Business Representative	Karla Schmidt	Horace Mann
Classroom Teacher	Emily Edwards	2nd Grade Teacher
Classroom Teacher	Elizabeth Lawson	Parent
Classroom Teacher	Michelle Gilmore	
Classroom Teacher	Sarah White	Kinder Teacher
Parent	Princess Bernard	Parent
District-level Professional	Elaina Richardson	MTSS Academic Lead
Paraprofessional	Ana Gonzalez	Secretary
Community Representative	Tirsza Brooks	Community Banking Manager
Business Representative	Mike Lockett	Business Owner
Community Representative	Kyla Mikusek	Community Outreach
Community Representative	Harry Smith	Pastor

# Campus Funding Summary

<b>199 - General Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies		\$2,000.00
1	4	1	Instructional supplies and displays		\$2,000.00
1	4	2	Progress Learning and Instructional Supplies		\$5,500.00
2	1	1	Math manipulatives		\$5,000.00
2	1	2	Progress Learning and Instructional Materials		\$5,500.00
2	2	2	Instructional Materials and Professional Development		\$10,000.00
3	1	2	Professional Development		\$2,500.00
4	1	1	Incentives and celebrations		\$5,000.00
5	1	1	Professional Development and Team Building		\$10,000.00
<b>Sub-Total</b>					<b>\$47,500.00</b>
<b>199 - General Funds: SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Instructional materials		\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
<b>211 - Title I-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional Materials for Organization, Reading, and Writing		\$10,000.00
<b>Sub-Total</b>					<b>\$10,000.00</b>