

**Irving Independent School District**  
**Townley Elementary School**  
**2025-2026 Formative Reviews with Notes**



# Mission Statement

At Townley, we ensure that all Torchlighters will learn and grow.

## Vision

Torchlighters will shine brighter one day at a time.

## Value Statement

We value:

- Relationships
- Kindness & Gratitude
- Empathy
- Perseverance & Growth
- Respectfulness
- Responsibility
- A positive, learning environment

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# Goals

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 1:** Increase the percentage of PK students who are Proficient on all 5 (English) Circle indicators by at least 10% by May 2026. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 10% by May 2026. Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

## **HB3 Goal**

**Evaluation Data Sources:** Circle Assessment, Formative Assessments

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will implement district curriculum and other supplemental resources with fidelity ensuring that students receive strong phonemic and phonological instruction, and track student growth through grade level data tracker.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' reading levels will increase to grade level expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 6</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> PreK teachers have continued to implement the district curriculum and discuss best instructional practices with delivery. During team meetings, data is reviewed and then modeled teaching to support one another with how to support students.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> PreK teachers continue to implemen the district's curriculum. They are taking trainings from Purposeful Planning Days to look at current practices and reflect on ways to refine. The team of teachers collaborate with PreK paras to ensure additional small groups support align with district curriculum and all data collected no matter the instructor of the small group is aligned.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Campus teachers will implement guided reading daily, including a pre-emergent/emergent reading model and incorporate instructional strategies gained from K-12 Instructional Playbook.</p> <p><b>Strategy's Expected Result/Impact:</b> Through consistent implementation of small group, guided reading instruction, students will show growth in their reading ability measured after each six-week period.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Academic Specialist</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b>   PreK teachers are following the district curriculum and incorporate the Irving ISD instructional 5 strategies as appropriate within the lessons. During planning time, discussions and modeling occurs to ensure equity across the classrooms.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b>   PreK teachers are continuing to incorporate the Irving Instructional 5 Strategies within the PreK guided reading model. The main instructional strategies that are being targeted are Chunking, Think/Pair/Share and Monitoring student progress.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b>  <b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b>  <b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 2:** Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 74% to 79% by May 2026.

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 85% to 90% by May 2026.

**HB3 Goal**

**Evaluation Data Sources:** Circle Assessment

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will demonstrate fidelity of implementation of district created, fully aligned, curriculum for reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will provide high levels of engagement and rigor leading to deeper understandings of the phonological awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Academic Specialist</p> <p><b>Title I:</b> 2.51, 2.52</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 Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 6</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> PreK teachers are following the district curriculum and incorporate the Irving ISD instructional 5 strategies as appropriate within the lessons. During planning time, discussions and modeling occurs to ensure equity across the classrooms.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> PreK teachers continue to implemen the district's curriculum. They are taking trainings from Purposeful Planning Days to look at current practices and relfect on ways to refine. The team of teachers collaborate with PreK paras to ensure additional small groups support align with district curriculum and all data collected no matter the instructor of the small group is aligned in their classroom and within the grade level.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Use CIRCLE Progress Monitoring to support and help our PK teachers to quickly assess and focus on lessons that target their students' phonological skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Phonological awareness will increase due to focus/targeted interventions and lessons.</p> <p><b>Staff Responsible for Monitoring:</b> PreK teachers, Academic Specialist</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 5</p>	<p><b>Nov</b>                      <b>November Monthly Evidence of Success</b></p> <p> Teachers are working with one another to assess classrooms and share insight from data and working with students. Through the assessment of another classroom, teachers continue to discuss students and how to meet their needs.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>                      <b>February Monthly Evidence of Success</b></p> <p> PreK teachers are taking the Circle data to team meetings to discuss successes and concerns. Instructional grouping of students are made to meet students where they are and close gaps and continue to push students forward in their learning progression.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>                      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>                      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 3:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 40 % to 45% by May 2026.

Increase the percentage of economical disadvantaged students from 34% to 39% by May 2026.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading Test

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> All teachers will focus on developing academic vocabulary skills in context to facilitate student understanding of academic vocabulary by incorporating instructional strategies gained from K-12 Instructional Playbook.</p> <p><b>Strategy's Expected Result/Impact:</b> Fostering opportunities for reading will create content connections and increase student vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Specialist</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 5 - School Processes &amp; Programs 4</p>	<p><b>Nov</b></p>  <p><b>November Monthly Evidence of Success</b></p> <p>Teachers have been focusing in on chunking (with their plans to provide pause points), turn and talks, and sentence stems. The sentence stems are to serve as models as students do their turn and talk.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b></p>  <p><b>February Monthly Evidence of Success</b></p> <p>During team meeting times, teachers are prepared with reading content previewed and jottings on the stories. With students using instructional strategies, teachers have focused on chunking, stop and jot and monitoring student performance.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b></p> <p><b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will work on internalization skills with district support or Sustain Ed consultants, and focus on the tier 1 learning and how to support students who are multiple years behind.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have additional insight to student development, tier 1 lessons, vocabulary development, how to track student growth, and pinpoint instructional gaps to target for learners to close gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3 - School Processes &amp; Programs 1</p>	<p><b>Nov</b>                      <b>November Monthly Evidence of Success</b></p> <p> Sustain Ed coaches have been working with teachers in K-5 with internalizing the lessons and focusing on the big objective. The lessons are being chunked with models to support teachers with providing pause points to embedd turn and talks. Sentence stems are also discussed with the planning.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>                      <b>February Monthly Evidence of Success</b></p> <p> Sustain Ed coaches continue to support K-5 teachers with planning, instructional coaching, modeling and feedback. With second semester, additional training with a focus on small groups has been provided along with additional small group resources. The support has occurred through planning time and purposeful planning sessions.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>                      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>                      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Launch structured reading intervention for SPED and EB students using AMIRA.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in Meets/Masters for struggling readers.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist, SPED Lead, Administrators</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 4, 5</p>	<p><b>Nov</b>                      <b>November Monthly Evidence of Success</b></p> <p> All students in K-5 have been granted access to Amira. Teachers are receiving additional guidance with setting up systems to provide time to have students login and work on Amira lessons weekly for 30 minutes.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>                      <b>February Monthly Evidence of Success</b></p> <p> All K-5 students are continuing to use Amira as a part of stations time weekly. Campus has provided headphones to help support the use of Amira for more students to be on Amira during stations time to practice the listening and speaking componets.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>                      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>                      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Use a campus tutor to target math skills, especially with grades 4 &amp; 5, to close instructional gaps in learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide additional small group time for students in grades 4 and 5 to close instructional gaps and meet students' needs.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher, Academic Specialist, administrators</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 5</p>	<p><b>Nov</b>                      <b>November Monthly Evidence of Success</b></p> <p> 2 campus tutors have been working with students in grades 3-5 in a small group setting. The instructional focuses are 1-2 years behind current grade level TEKS to help build a stronger foundation and help close instructional gaps and with reading and math. Classroom teachers are creating lessons and monitoring systems to track student progress in the time with the campus tutors.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>                      <b>February Monthly Evidence of Success</b></p> <p> Continue to utilize campus tutors to close instructional gaps and meet students where they are. Combining the math problem solving piece with reading comprehension.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>                      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>                      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 4:** Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 57% to 62% by May 2026.

Increase the percentage of economically disadvantaged students from 57% to 62% by May 2026.

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP Growth in English from 60% to 70% by May 2026.

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading MAP Growth in Spanish from 64% to 70% by May 2026.

Increase the percentage of Emergent Bilingual students who Meet or Exceed grade level expectations on Reading MAP Growth in Spanish from 48% to 55% by May 2026.

**HB3 Goal**

**Evaluation Data Sources:** Reading MAP data

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Use the strategies to support students speaking in complete sentences in order to help students to write in complete sentences, including the K-12 Instructional Playbook.</p> <p><b>Strategy's Expected Result/Impact:</b> By using various nonfiction content to focus on language development, students will have opportunities to connect their learning. Learners will engage in speaking and writing in more complex academic vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, academic specialist</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> Townley has discussed the 5 instructional strategies, but we are currently focusing on 3 to have fully incorporated in plans and lesson delivery. We are focusing on chunking, turn and talks, and sentence stems.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> More teachers are providing stems for students during a think/pair/share moment in a partner talk and in providing sentence starters for writing. Structured sentences are helping Emergent Bilingual students with practicing their English skills- speaking and writing.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will work on internalization skills with district supports and Sustain Ed consultant, and focus on the tier 1 learning and how to support students who are multiple years behind.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have additional insight to student development, tier 1 lessons, vocabulary development, how to track student growth, and pinpoint instructional gaps to target for learners to close gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist</p> <p><b>Title I:</b> 2.52</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 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1</p>	<p><b>Nov</b>                      <b>November Monthly Evidence of Success</b></p> <p> The internalization work in improving, but the transition from paper to lesson is a slow progress. Weekly meeting time is now including more a modeling teach piece from classroom teachers, academic specialist, and administrators to help with building the bridge from theory to practice.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>                      <b>February Monthly Evidence of Success</b></p> <p> Within team planning, coaches and administrators are intentionally pointing out moments where the Irving Instructional 5 Strategies lend themselves and pausing so teachers can make additional jottings in their lesson plans for these best practices.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>                      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>                      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will incorporate instructional strategies from PD training including: K-12 Instructional Playbook, Bilingual, GT, SPED instruction to help students with tier 1 and small group lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to select high yield instructional strategies to incorporate in Tier 1 and small group instruction, including writing responses.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist, Admin</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 5 - School Processes &amp; Programs 3, 4</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> Specific instructional practices have been highlighted with the instructional planning weekly meetings. Additional supports have been presented in after school trainings and weekly smore.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> Within team planning, coaches and administrators are intentionally pointing out moments where the Irving Instructional 5 Strategies lend themselves and pausing so teachers can make additional jottings in their lesson plans for these best practices.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 5:** Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English) from 46 % to 60% by May 2026.

Increase the percentage of economically disadvantaged students who Meet or Exceed expected growth on Math MAP Growth (English) from 38% to 55% by May 2026.

**HB3 Goal**

**Evaluation Data Sources:** Math MAP

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Building numeracy skills through number talks and math fluency drills and daily routines.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to think flexibly about numbers to support solving problems and practice basic math facts fluency routinely.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<p><b>Nov</b></p>  <p><b>November Monthly Evidence of Success</b></p> <p>During math planning, additional supports and teach pieces have been added in to allow teachers to experiment and experience different numeracy routines. Vertical talks about the scaffolding of activites and techniques have also been modeled for teachers during their planning time.</p> <p>Teachers report they are seeing imporvement in students math skills and familiarity with the daily routines.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b></p>  <p><b>February Monthly Evidence of Success</b></p> <p>Additional focus in weekly planning time is spect with reviewing fluency practices and selecting the best ones for the weekly lesons. Additional supports about how to incoproprate linguistic supports especially for emergent bilingual learners has been a talking point within the planning time.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b></p> <p><b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Use the strategies from ongoing Professional Development from district and Great Minds to add instructional supports in lessons to support learners in math content.</p> <p><b>Strategy's Expected Result/Impact:</b> Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including but not limited to chunking, think/pair/share, and sentence stems.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Academic Specialist</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 6, 7</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> The internalization work in improving, but the transition from paper to lesson is a slow progress, especially when looking to incorporate the Irving ISD Instructional Playbook. Weekly meeting time is now including more a modeling teach piece from classroom teachers, academic specialist, and administrators to help with building the bridge from theory to practice.</p> <p>Math catalyst was recently introduced to math teachers. A math planning session was devoted to the teachers to dig into the lessons and identify students who would best fit with that lesson and their learning progression.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> Kinder and Second made substantial growth in math on middle of year math MAP assessment. First grade students did not grow where less than 50% of the grade level met their projected growth. Looking at the data, it was more of the students in the bilingual program who didn't meet their growth. More time is being placed within the team meeting time to plan for small group and stations in K-2.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 6:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 30% to 40% by May 2026.  
Increase the percentage of economically disadvantaged students from 28% to 33% by May 2026.

**Evaluation Data Sources:** Math STAAR

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Building numeracy skills through number talks and math fluency drills and daily routines.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to think flexibly about numbers to support solving problems and practice basic math facts fluency routinely.</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 5</p>	<p><b>Nov</b></p>  <p><b>November Monthly Evidence of Success</b></p> <p>During math planning, additional supports and teach pieces have been added in to allow teachers to experiment and experience different numeracy routines. Vertical talks about the scaffolding of activities and techniques have also been modeled for teachers during their planning time.</p> <p>Teachers report they are seeing improvement in students math skills and familiarity with the daily routines. Teachers and students are collecting data on their development of math skills.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b></p>  <p><b>February Monthly Evidence of Success</b></p> <p>Students are becoming more fluent in their math facts through the fluency skills practice, sprints within the curriculum and time spent of ST Math during stations time. Routines are more established from first semester and students are able to progress through the routines faster due to familiarity.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b></p> <p><b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will incorporate instructional strategies from PD training including: K-12 Instructional Playbook, Bilingual, GT, SPED instruction to help students with tier 1 and small group lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including: the Cha Chas PD- chunk, chew, check, change, K-12 Instructional Playbook.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Academic Specialist</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5, 7 - School Processes &amp; Programs 3</p>	<p><b>Nov</b>                      <b>November Monthly Evidence of Success</b></p> <p> Townley has discussed the 5 instructional strategies, but we are currently focusing on 3 to have fully incorporated in plans and lesson delivery. We are focusing on chunking, turn and talks, and sentence stems.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>                      <b>February Monthly Evidence of Success</b></p> <p> Within team planning, coaches and administrators are intentionally pointing out moments where the Irving Instructional 5 Strategies lend themselves and pausing so teachers can make additional jottings in their lesson plans for these best practices.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>                      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>                      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Implement ST Math with usage tracking.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved growth for all, including SPED.</p> <p><b>Staff Responsible for Monitoring:</b> SPED and classroom teachers</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5, 7</p>	<p><b>Nov</b>                      <b>November Monthly Evidence of Success</b></p> <p> Teachers are working to create their own systems to celebrate students as they are working on ST Math. Ms. Clark surprised students with a spirit stick on October 31 who had completed an objective for the week.</p> <p>Classroom teachers are finding various ways to track student usage and growth with ST Math. Some have a math wall posted in their classroom while others are using student data folders.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>                      <b>February Monthly Evidence of Success</b></p> <p> More classroom teachers are using a data tracker to help hold students accountable with their ST Math activities and usage. Students have been recognized by principal wfrom growth on ST Math to continue momentum with being intentional with time on the computer program vs rapid guessing.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>                      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>                      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Use a campus tutor to target math skills, especially with grades 4 &amp; 5, to close instructional gaps in learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide additional small group time for students in grades 4 and 5 to close instructional gaps and meet students' needs.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher, Academic Specialist, administrators</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<p><b>Nov</b>      <b>November Monthly Evidence of Success</b></p> <p> Ms. Burton has been meeting with students to help with closing gaps. She is receiving plans from teachers and part of the plans include Math Catalyst Lessons. Teachers are working on a system to help track student progress and growth while workign with Ms. Burton.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>      <b>February Monthly Evidence of Success</b></p> <p> Continue to utlize campus tutors to close instructional gaps and meet students where they are. Combining the math problem solving piece with reading comprehension.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 7:** Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English) from 42% to 55% by May 2026.

Increase the percentage of Emergent Bilingual students who Meet or Exceed expected growth on Math MAP Growth (English) from 38% to 45% by May 2026.

**Evaluation Data Sources:** MAP Math

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Building numeracy skills through number talks and math fluency drills and daily routines.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to think flexibly about numbers to support solving problems and practice basic math facts fluency routinely.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, SPED inclusion/resource teachers</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2, 7</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> During math planning, additional supports and teach pieces have been added in to allow teachers to experiment and experience different numeracy routines. Vertical talks about the scaffolding of activities and techniques have also been modeled for teachers during their planning time.</p> <p>Teachers report they are seeing improvement in students math skills and familiarity with the daily routines. Teachers and students are collecting data on their development of math skills.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> Students are becoming more fluent in their math facts through the fluency skills practice, sprints within the curriculum and time spent of ST Math during stations time. Routines are more established from first semester and students are able to progress through the routines faster due to familiarity.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers will incorporate instructional strategies from PD training including: K-12 Instructional Playbook, Bilingual, GT, SPED instruction to help students with tier 1 and small group lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Learners will engage in speaking and writing in more complex academic vocabulary by using different instructional strategies including: the Cha Chas PD- chunk, chew, check, change, K-12 Instructional Playbook.</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, SPED Inclusion/resource teachers</p> <p><b>Title I:</b> 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 6 - School Processes &amp; Programs 3</p>	<p><b>Nov</b>                      <b>November Monthly Evidence of Success</b></p> <p> Specific instructional practices have been highlighted with the instructional planning weekly meetings. Additional supports have been presented in after school trainings and weekly smore.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>                      <b>February Monthly Evidence of Success</b></p> <p> Within team planning, coaches and administrators are intentionally pointing out moments where the Irving Instructional 5 Strategies lend themselves and pausing so teachers can make additional jottings in their lesson plans for these best practices.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>                      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>                      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Implement ST Math with usage tracking.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved growth for all, including SPED.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and SPED</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 5, 7</p>	<p><b>Nov</b>                      <b>November Monthly Evidence of Success</b></p> <p> Teachers are working to create their own systems to celebrate students as they are working on ST Math. Ms. Clark surprised students with a spirit stick on October 31 who had completed an objective for the week.</p> <p>Classroom teachers are finding various ways to track student usage and growth with ST Math. Some have a math wall posted in their classroom while others are using student data folders.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b>                      <b>February Monthly Evidence of Success</b></p> <p> More classroom teachers are using a data tracker to help hold students accountable with their ST Math activities and usage. Students have been recognized by principal wfrom growth on ST Math to continue momentum with being intentional with time on the computer program vs rapid guessing.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b>                      <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b>                      <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 8:** Students will be appropriately placed in the correct class according to Eschool, specifically GT students.

**Evaluation Data Sources:** REG reports 3115, 1101, and 3101 based on the cluster grouping model

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Students will be evaluated for the Gifted and Talented Program throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Classes will be clustered to better meet the needs of learners.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, GT Lead teachers on Building committee, Admin</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<p><b>Nov</b></p>  <p><b>November Monthly Evidence of Success</b> Placement of students was reviewed and when needed, students were moved to GT classroom. Names have been submitted for GT testing- whether they were identified in zero areas or 1 area.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b></p>  <p><b>February Monthly Evidence of Success</b> Roosters reviewed and district plan for supporting GT learners has been discussed with teams, especially with kindergarten with the newly identified learners for the GT Program. The two teachers serving as point persons for the campus GT committee continue to send emails and provide additional communication to continue to keep teacher abreast with information and updates.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b></p> <p><b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Parent Informational meeting will be held to articulate the Gifted and Talented Program in Irving ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have a clearer understanding of the GT Program in Irving ISD and the qualifying criteria for students to be identified as GT.</p> <p><b>Staff Responsible for Monitoring:</b> counselors</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b>   Counselors have hosted 2 sessions for parents to inform them on the GT program and provide additional insight with testing/ qualifying for GT and additional experiences for students. The sessions were in English and Spanish via zoom.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b>   With Kinder having recent identification process completed, additional parent communication and meetings are offered for supports for families. 5th grade transitional parent meetings are being held to prepare families with the transition from elementary to middle school and the adjustments that will occur with the student's learning in the GT project for the district.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b>  <b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b>  <b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 2:** In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 21% to 16% by May 2026.

**Evaluation Data Sources:** Attendance reports from Chronos

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Phone calls will be made by the teacher, administrator, or attendance clerk for students with 3 or more absences per six weeks. Students with chronic attendance issues will be issued warning letters with updates on their number of absences. Students will be required to have a doctor's note for more than 3 consecutive days of missing school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of attendance can lead to to improvement of classroom performance due to fewer missed educational experiences.</p> <p><b>Staff Responsible for Monitoring:</b> DP Clerk, Admin, Counselors, Classroom Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 5 - Perceptions 2</p>	<p><b>Nov</b></p>  <p><b>November Monthly Evidence of Success</b></p> <p>Communication through Kinvolve, phone calls, and emails have been made to those who are experiencing concerns with absences and tardies. Families have been brought in to meet with the counselor and administrator to hold an MTSS. Those who are on a transfers have receiving additional reminders about the transfer possibly been revoked if absences do not imporve. Counselors and administrators have also made home visits.</p> <p>The DP Clerk has continued to make notes in the system about the different types of absences based on the documentation she has received from the families.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b></p>  <p><b>February Monthly Evidence of Success</b></p> <p>Continuing to track students who are high risks with attendance issues. Additional meetings have been set with families to review absences and create a plan to support the student. Communication with district personnel has been made to investigate specific students with a high number of absences. Those on transfer have had meetings to discuss possible revocation of transfer approval. Truancy concerns have been filed with the district for those who high absences and lack of documentation from familes on high absences.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b></p> <p><b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Students with chronic absences will be apart of the "Rise and Shine Club" where they have morning meetings with counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will encourage parents with getting them to school on time, so they can be apart of the club and earn prizes.</p> <p><b>Staff Responsible for Monitoring:</b> DP Clerk, Counselors</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 5 - Perceptions 2</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b>   The list of students who need to participate in the "Rise and Shine Club" has been created and will start in December.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b>   Counselors have held meetings to positively promote attendance for those with chronic absences. Home visits and additional meetings with families have occurred as well.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b>  <b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b>  <b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 2:** In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

**Performance Objective 2:** Decrease the percentage of in and out of school suspensions for Hispanic students that are disproportionately referred for disciplinary action from 80 % to 70 % by May 2026.

Decrease the number of discretionary referrals for African-American/Black students from 73% to 65% by May 2026.

**Evaluation Data Sources:** Eschool data and ondata suite

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Supporting campus through the RISE district PD. Including different topics of focus each six weeks to incorporate in PLT, faculty meetings, campus PD. Topics can include: restorative practices, peer supports, building a positive classroom environment, and grade level tribes to reinforce core values of campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Giving teachers additional supports with classroom management and supporting students and behaviors. Students will</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Admin</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> Campus staff continues to receive trainings through the district trainer of trainers. Artifacts are submitted each six weeks. Reflections continue with walk throughs and observations.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> Campus has continued to monitor all students with behaviors. Additional meetings with families and students have been held with campus administrators and counselors to review behavior concerns and create a plan to support the student.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Counselors will tailor grade level teach pieces to the needs of the grade and group. Counselors will provide guided lessons including but not limited to: addressing anti-bullying strategies and conflict resolution .</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of referrals will decrease for the current African-American/Black students. Students will have more tools to help regulate behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> Counselors are using the district guidance for lessons to present various topics to students. When trends arise on campus, the campus take the opportunity to present the topic in the next round of counseling session. Teachers remain in the classroom during the lesson to serve as liaison to carry on the lesson beyond this classroom meeting.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> Counselors continue to support grade levels and students with specific supports and lesson that are currently hot topics for them along with the district's recommendations of lessons.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 2:** In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

**Performance Objective 3:** Coaching will be provided to teachers and instructional staff with lesson internalization by district, Sustain Ed, and Great Minds, and campus coaches.

**Evaluation Data Sources:** Google forms/documents from meetings with teachers

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Learning walks with teachers to observe colleagues classrooms and duplicate best teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be reflective in their teaching practices and gain new strategies to implement in their classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Specialist</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: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 4 - School Processes &amp; Programs 3</p>	<p><b>Nov</b></p>  <p><b>November Monthly Evidence of Success</b> Selected staff has been on a learning walk in the month of November. Staff selected included kindergarten teachers, fifth grade math teachers, and special education teachers. Additional walks are being planned.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b></p>  <p><b>February Monthly Evidence of Success</b> Coaching has continued with teacher planning, walk throughs and additional meetings. Learning walks for some teachers or teams have taken place to provide additional insight for best teaching practices and the Irving Instructional 5 implementation.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b></p> <p><b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teacher/staff survey feedback forms and meetings to improve campus and meet needs of staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Opportunity for staff voice to be given and improvements to be made.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, academic specialist, interventionists</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> Feedback has been collected through PLT meetings and Team Lead meetings. A form for campus-wide feedback is being sent to staff for December.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> Feedback opportunity was provided at semester to allow all staff to give insight for all things Townley. Limited participation occurred. Those who provided feedback had an additional conference to speak to concerns and address wonderings or questions.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Professional development throughout the school year will be provided to all instructional staff to allow additional teaching strategies to support student learning and connections.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional opportunities to have teachers gain instructional tools engage learners and connect with content, SEL, behaviors, and interventions.</p> <p><b>Staff Responsible for Monitoring:</b> campus administration and academic specialist</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: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 4 - School Processes &amp; Programs 2, 3</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b>   Professional development has been targeted through the PLT time in weekly meetings. Topics have been targeted with the Irving ISD instructional 5 strategies with annotating in lessons and modeling with how this would look in lesson delivery. Math catalyst and writable trainings have also been delivered during the weekly planning time.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b>   Professional development has been provided through planning time to merge current content to topics as well instructional practices to model for teachers. Additional consideration with sending teachers to Youth Mental Health Training have been assigned.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b>  <b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b>  <b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 3:** In Irving ISD, we will increase parent and community engagement in the city of Irving.

**Performance Objective 1:** Campus will receive a status of Diamond in the Seal of Excellence.

**Evaluation Data Sources:** Volunteer sign-ins; surveys; parent classes; family nights

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Increase the number of campus volunteers from last school year from 35 to 45 volunteers in the 25-26 school year. Recruit volunteers to support Townley in various ways including Townley's Parent Center, PTA, High Five Fridays, and All Pro Dad.</p> <p><b>Strategy's Expected Result/Impact:</b> Community Resources to help connect with families possibly in need and building positive connections with home to school.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b></p> <p><b>November Monthly Evidence of Success</b></p> <p>The number of volunteers is a work in progress.</p> <p>The PTA has new board members and they have been working to recruit more families to join in different activities- like Trunk or Treat and Loteria/Bingo Family Night.</p> <p>The parent center continues to reach out to families to make connections with families. Opportunities to meet with community helpers, like Irving Police, to learn about safety drills and how to have conversations about safety. Additional volunteers came to Townley to help measure kindergarteners and first graders with getting fitted for car seats.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b></p> <p><b>February Monthly Evidence of Success</b></p> <p>Volunteers continue to come to campus to support the Parent Center with copies, updating bulletin boards, and prepping teacher/student materials for instruction.</p> <p>Family nights have been continue to take place throughout the school year. Family STEM Night was planned for November, but moved to January due to inclement weather. Family Math Night took place in early February. In both of these family engagement nights, families were shown various activities that allowed parents to interact with this child.</p> <p>High Five Fridays are continuing and Nimitz High School students are also engaging in morning greetings. They are rotating to different elementary campuses throughout the year as well as rotating with sport groups</p>

serving as greeters.

All Pro Dad events are continuing as well. An All Pro Dad event took place in Febraary and PTA is working to collaborate with an All Pro Dad event.

**February Monthly Evidence of Success**

**Apr April Monthly Evidence of Success**

**April Monthly Evidence of Success**

**July July Monthly Evidence of Success**

**July Monthly Evidence of Success**

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Counselors and Parent Liaison will host at least 2 Parents Cafe meetings and additional monthly meetings to support families throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will gain insight with how to support students with current topics possibly including, but not limited to: cyberbullying, managing technology, safety response protocol (safety drills), Gifted and Talented Program, 504 program, improving attendance, testing anxiety.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 5 - Perceptions 1, 2</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b></p> <p> For the fall semester, parent sessions have been held to inform families about various topics. Counselors presented information about the gift and talented program, 504 services- qualifications and supports for students. The parent liaison has established language classes for those families and community members who want to learn either English or Spanish. A session with the principal was presented to families to give updates from the May 2023 Bond and the benefits that Irving ISD students are receiving as a result.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b></p> <p> Planning for the Spring Parent Cafe is in the planning stage. This cafe will include time to review the parent compact and discuss other items to provide feedback on how Townley is doing and areas of improvement and suggestions.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b></p> <p><b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b></p> <p><b>July Monthly Evidence of Success</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Parent Liaison will attend conferences including, 2025 Statewide Parental Involvement Conference and Title I Part A Compliance Academy, and then provide parent meeting session to distribute new information to families.</p> <p><b>Strategy's Expected Result/Impact:</b> Pamphlets from the workshop; Parent Liaison will implement and continue to work with parents and families as well as share information from the training on statutes and regulations in the Every Student Succeeds Act (ESSA). Parent Liaison will provide families resources.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Monthly Evidence of Success</b>   The selection of people to attend the conference have been made and arrangements for the upcoming coming conference to connect with others from Irving ISD.</p> <p><b>November Monthly Evidence of Success</b></p> <p><b>Feb</b> <b>February Monthly Evidence of Success</b>   2 parents attended a conference in the fall. There is another conference in February for 2 parents of emergent bilingual students. Arrangements have been made for these families.</p> <p><b>February Monthly Evidence of Success</b></p> <p><b>Apr</b> <b>April Monthly Evidence of Success</b>  <b>April Monthly Evidence of Success</b></p> <p><b>July</b> <b>July Monthly Evidence of Success</b>  <b>July Monthly Evidence of Success</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	