

Irving Independent School District



Townsell Elementary School

2025-2026 Campus Improvement Plan

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.

Value Statement

Honor the HOWL

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Comprehensive Needs Assessment

Demographics

Summary

Townsell Elementary's demographic profile reflects a **diverse, multilingual, and economically varied learning community**. The campus's programs and staffing structures are well-aligned to address student needs, particularly in supporting emergent bilingual and at-risk learners. Strong community ties, bilingual communication, and inclusive programming create an environment where every student can thrive. Continued attention to mobility, subgroup discipline disparities, and staff retention will further strengthen the campus's equity and stability as it advances toward its 2025–2026 improvement goals.

School Overview:

Jackie Mae Townsell Elementary is a **diverse, neighborhood Pre-K–5 campus** located in Irving ISD, serving approximately 858 **students** in the 2024–2025 school year. The school is named in honor of a long-standing community leader, reflecting a deep connection to the surrounding neighborhood and its families. Townsell is a **Title I campus** committed to meeting the academic, social, and emotional needs of every student through inclusive programming, differentiated instruction, and strong family partnerships.

Student Demographics:

Townsell's student population is richly diverse and representative of the Irving community:

- **Ethnicity:** Hispanic/Latino (68%), African American (18%), White (8%), Asian (4%), and Multi-racial (2%).
- **Economically Disadvantaged:** Approximately **86%** of students qualify for free or reduced lunch.
- **Emergent Bilingual (EB):** **60%** of students are identified as English learners, with dual-language and ESL programs in place to promote biliteracy and academic success.
- **At-Risk Students:** **78%** are identified as at-risk due to factors such as mobility, academic performance, or attendance.
- **Special Education:** **10%** of students receive special education services, and **2%** are served under Section 504.
- **Gifted and Talented (GT):** **5%** of students participate in the GT program, which includes project-based learning and enrichment opportunities integrated into the core curriculum.
- **Homeless/Migrant:** Fewer than 1% of students are identified as homeless, with support services coordinated through district and community partnerships.

Staff Demographics and Capacity:

Townsell's teaching staff reflects the school's diverse student body. Approximately **96% of teachers are state certified**, and **100% are ESL certified or working toward certification**. Nearly 40% of staff are early-career educators with fewer than five years of experience, while the remaining staff bring strong instructional and leadership expertise. Teachers' diverse backgrounds and experiences support culturally responsive teaching and strong relationships with students and families.

Attendance, Mobility, and Discipline:

The **average daily attendance rate for 2024–2025 was 96%**, showing steady improvement due to campus-wide attendance incentives and strong parent communication systems. Mobility rates remain moderate (approximately 18%), reflecting the transient nature of some neighborhood populations and apartment housing turnover. Systems such as rapid student intake, transition supports, and peer mentorship help minimize academic disruptions for mobile students.

Discipline data indicate positive trends, with fewer than 10% of students receiving behavior referrals and zero expulsions or alternative placements in 2024–25. However, data show that **African American students account for a higher percentage of referrals than their enrollment share**, prompting a continued focus on culturally responsive classroom management and restorative practices.

Community and Stakeholder Engagement:

Townsell's stakeholders include students, parents, staff, community partners, and local organizations that provide mentoring, tutoring, and enrichment support. The **Campus Improvement Committee (CIC)** includes representation from all major stakeholder groups and meets regularly to review data, monitor progress, and inform CIP planning. Parents actively participate through

volunteer programs, family engagement events, and bilingual communication platforms that ensure accessibility for all families.

Alignment of Programs to Student and Community Needs:

Campus programs are strategically aligned to meet the needs of its diverse learners:

- **Dual Language and ESL programs** support emergent bilingual students and promote biliteracy.
- **Special Education inclusion and co-teaching models** ensure equitable access to grade-level instruction.
- **Gifted and Talented enrichment, Fine Arts, and STEM integration** provide pathways for exploration and challenge.
- **PBIS, SEL, and Academy 4 mentorship programs** promote social-emotional wellness and character development.

Community Context:

Townsell serves a primarily working-class community characterized by cultural diversity, strong family networks, and high parental aspirations for college and career readiness. The school partners with local organizations, churches, and city agencies to support student needs and expand learning opportunities.

Strengths

Townsell Elementary's strengths lie in its **diverse student body, dedicated and qualified staff, strong bilingual supports, and community-centered programs** that respond directly to student needs. The campus's inclusive culture, high attendance rates, and engaged families create a solid foundation for continued academic growth and equitable outcomes for every learner.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	The mobility rate (approximately 18%) continues to impact academic progress and student stability, particularly for students identified as At-Risk and Emergent Bilingual.	High housing turnover in the surrounding community and limited structured transition supports for mobile students.
2★	Staff turnover among early-career teachers remains higher than desired, impacting continuity of instruction and classroom stability.	A high percentage of novice teachers (40% of staff) with limited classroom experience and a need for expanded mentorship and wellness supports to improve retention.
3★	While attendance rates are improving overall (96%), a subset of students--especially those with high mobility or At-Risk indicators--continue to demonstrate inconsistent attendance patterns.	Family work schedules, transportation challenges, and limited early intervention for attendance warning signs.

★ = Priority

Student Learning

Summary

Townsell Elementary's 2024–2025 academic data reflects incremental progress in reading and early literacy, while mathematics continues to be a primary area of need across grade levels.

Summative State Assessments (STAAR):

In spring 2025, STAAR data for grades 3–5 showed that **ELA performance improved slightly**, with **32% of students meeting** and **14% mastering** grade-level standards—up 6% from 2023–24. In contrast, **math performance declined**, with only **25% meeting grade-level expectations**, and **53% of students not meeting** proficiency. **Science** performance remained below district and state averages, indicating continued academic gaps in critical thinking and application of scientific concepts. When compared to other Irving ISD schools with similar demographics, Townsell's ELA scores are near the district median, while math scores are in the bottom quartile.

Subgroup Performance:

Performance gaps persist among student groups. **Emergent Bilinguals (EBs)** and **students with disabilities** consistently scored below the all-student average. For example, in grade 3 Reading, EB students had a **56% approaches rate** compared to 52% overall. **African American and Asian subgroups** demonstrated the greatest variance; Asian students outperformed peers (80% approaches, 50% meets), while African American students' meets rate was below 30%. Economically disadvantaged students (approximately 86% of enrollment) performed below non-economically disadvantaged peers across all tested subjects, though growth trends suggest modest improvement in reading.

Growth and Longitudinal Data (MAP):

NWEA MAP Growth data from fall to spring 2024–25 indicates **stronger student growth in grades 3–5 than in primary grades**. Between BOY and EOY:

- **Math:** Grades 3–5 achieved **School Conditional Growth Percentiles (SCGPs)** ranging from **50–73**, with **55–57% of students meeting growth targets**.
- **Reading:** Median growth percentiles in grades 3–5 ranged from **46–58**, indicating typical to slightly above-typical progress relative to national norms.
- **Primary (K–2)** cohorts demonstrated lower conditional growth indices (below 30 in several grades), signaling the need for targeted early numeracy and literacy interventions.

Formative and Benchmark Assessments:

Formative assessment data aligns with summative performance patterns. The **Pre-K Circle Assessment** shows that in English, **91% of students were “on track” in math and literacy**, while Spanish Circle results indicated **84% overall proficiency**. These data highlight a strong early foundation among bilingual pre-K learners. However, formative data in grades 2–3 (NWEA) reveal skill gaps in computation and problem-solving, correlating with the STAAR math outcomes.

Instructional Impact and Program Effectiveness:

Townsell uses data from MAP, STAAR interim, and Circle to guide interventions through Rtl and Tier 2/3 supports. After-school tutoring and Saturday Academies are in place for 2nd–5th grade students focusing on reading, math, and science. Special Education and Section 504 students receive inclusion and resource support, though results suggest that **interventions need tighter alignment with core instruction**.

Early Literacy and Numeracy (PreK–3):

Circle data suggest that early learners demonstrate **strong foundational literacy** but **developing phonological awareness**, especially in English syllabication and rhyming. Math strengths include number naming and shape discrimination; however, rote counting and operations skills show slower development.

Additional Indicators of Academic Success:

Rtl implementation is evident, with ongoing progress monitoring, though inconsistent across grade levels. Teacher observations indicate stronger student outcomes in classrooms with high instructional clarity and consistent formative assessment use. Townsell's academic programming (GT, tutoring, bilingual supports, Academy 4 mentorship) reflects a broad commitment to

meeting student needs, but data reveal a continued need to close subgroup performance gaps—particularly among EB, SPED, and African American learners.

Strengths

Townsell Elementary demonstrates several key academic strengths that reflect steady growth in student learning and the effectiveness of targeted instructional supports.

- **Reading Achievement and Growth:** STAAR Reading data for grades 3–5 showed a modest increase in performance, with **32% of students meeting** and **14% mastering** grade-level standards—an overall **6% gain in mastery** from the previous year. NWEA MAP data confirms that students in grades 3–5 are making **typical to above-typical growth** in reading, with **median growth percentiles between 46–58** and over half of students meeting their projected growth targets.
- **Early Literacy Success:** Pre-K students are entering kindergarten better prepared, as reflected in Circle Progress Monitoring data showing **91% of English learners and 84% of Spanish learners “on track”** in early literacy and math skills. Early writing and story retell/comprehension were particular strengths, each above 90%.
- **Mathematics Growth in Upper Grades:** Although overall STAAR math proficiency remains below state targets, **MAP growth data indicate that grades 3–5 students achieved strong academic growth**, with **School Conditional Growth Percentiles between 69–73** and over **55% meeting their growth projections**, suggesting that intervention strategies are supporting skill development over time.
- **Positive Trends Among Targeted Subgroups:** Emergent Bilingual students demonstrated **higher growth percentiles than national norms** on MAP, and students participating in bilingual classrooms outperformed their peers in both reading and math. Gifted and Talented (GT) students maintained **100% STAAR Meets performance**, showing effective differentiation for advanced learners.
- **Instructional Responsiveness:** The consistent use of data-driven practices such as **NWEA MAP Growth, STAAR interim assessments**, and **Circle Progress Monitoring** has strengthened teachers’ ability to adjust instruction and identify students in need of acceleration or intervention in real time.
- **Collaborative and Supportive Learning Environment:** Campus-wide tutoring programs, Saturday School, and Tier 2/3 interventions in reading, math, and science have contributed to positive student growth outcomes and reflect a commitment to continuous improvement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.	There is a lack of alignment between classroom instruction and the assessed state standards.
2★	Early numeracy development in grades K-2 is below expectations, as indicated by MAP conditional growth percentiles below 30 and slower progress in rote counting and operations on Circle assessments.	Limited structured math intervention time and inconsistent implementation of early numeracy routines across classrooms.
3★	Intervention and Rtl systems lack full consistency across grade levels, leading to variable student progress in reading and math.	Inconsistent progress monitoring practices and limited professional development in effective Tier 2/ Tier 3 intervention delivery.
4★	Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.	Academic vocabulary development and language scaffolding are not systematically embedded across content areas.
5★	Teacher turnover and varying levels of experience (40% with less than 5 years) contribute to uneven instructional quality across grade levels.	Need for sustained coaching and collaborative planning to ensure consistency of Tier 1 instruction.

★ = Priority

School Processes & Programs

Summary

Townsell Elementary has established systems that reflect a strong commitment to continuous improvement, data-informed decision-making, and the development of high-quality educators who meet the diverse needs of its students.

Recruitment and Hiring:

The campus collaborates with district Human Resources to recruit and retain high-quality educators through early hiring events and by leveraging partnerships with local universities. Despite occasional midyear vacancies, the campus leadership team works proactively to ensure that every classroom is staffed with certified or ESL-certified teachers. Currently, 96% of teachers are certified, and all classroom teachers are either ESL-certified or in the process of obtaining certification. Hiring decisions are guided by student demographic needs—particularly the high proportion of emergent bilingual (60%) and at-risk (78%) students—ensuring that staff skill sets align with student learning profiles.

Roles, Responsibilities, and Alignment:

Roles and responsibilities are clearly communicated through the campus leadership structure, PLC agendas, and weekly instructional planning meetings. The campus leadership team, which includes the principal, assistant principal, instructional coaches, and grade-level leads, meets regularly to monitor progress toward CIP goals and provide instructional feedback. Staff report a strong understanding of campus priorities and alignment to the mission, vision, and “Honor the HOWL” core values.

Professional Learning and Teacher Support:

Townsell offers robust professional learning opportunities focused on literacy and math instruction, differentiation for bilingual and special education students, and classroom management. Data from teacher evaluations and student performance guide PD planning, ensuring sessions are responsive to campus needs. Teachers participate in district-led PLCs, weekly campus collaboration, and job-embedded coaching from instructional specialists. New teachers receive mentoring and weekly check-ins from the leadership team to support classroom management, planning, and assessment alignment.

Continuous Improvement Systems:

Instructional decisions are driven by ongoing data analysis through NWEA MAP, STAAR interim assessments, and weekly formative assessments. Teachers collaboratively review student data to design targeted small-group instruction and adjust intervention plans. The RtI process is established but continues to evolve in consistency across grade levels. Progress monitoring occurs every 6–9 weeks, with data reviewed in PLCs and leadership meetings to track progress toward campus goals.

Curriculum, Instruction, and Student Support (ESF 3.1):

All students, including those who are at-risk or have specialized needs, are provided equitable access to the full curriculum through differentiated supports, inclusion practices, and enrichment opportunities. The campus implements after-school and Saturday tutoring for grades 2–5, small-group interventions within the instructional day, and enrichment through GT projects and Academy 4 mentoring for 4th graders. Lessons are designed using district curriculum frameworks, and lesson plans consistently incorporate formative assessment data to inform instruction.

Safety, Behavior, and Transitions:

Townsell maintains a safe and orderly learning environment through proactive behavior systems and consistent implementation of PBIS and SEL practices. Discipline referrals decreased from the prior year, with fewer than 10% of students receiving infractions; however, African American students accounted for a disproportionate share of these incidents, signaling a need for continued culturally responsive behavior support. The campus collaborates closely with counselors and community partners to support social-emotional learning and student wellness. Transition supports between grade levels and to middle school include collaboration with Sam Houston Middle School and structured end-of-year data sharing.

Stakeholder Involvement and Continuous Improvement:

Teachers, parents, and community partners are actively engaged in the CNA and CIP process through the Campus Improvement Committee and feedback surveys. Staff demonstrate a growing understanding of continuous improvement practices, and leadership ensures transparency in progress monitoring toward CIP goals. Volunteer participation and community engagement have increased notably in 2024–25, supporting the campus’s collaborative culture and shared accountability for student success.

Strengths

Townsell Elementary's strengths lie in its **collaborative leadership, data-driven instructional practices, professional learning culture, and student-centered programming**. These systems ensure that educators are supported, instruction is aligned to student needs, and all learners have access to equitable opportunities for academic and social-emotional growth.

- **Ongoing Professional Learning and Coaching:**

Teachers have access to **targeted, job-embedded professional development** that aligns with student achievement data and instructional priorities. Coaching cycles focus on literacy and math strategies, data-driven instruction, and effective classroom management. Professional learning communities (PLCs) meet weekly to analyze data, plan lessons, and collaborate on instructional practices. Teachers consistently report that feedback from campus instructional coaches and administrators enhances their classroom effectiveness.

- **Support Systems for New and Struggling Teachers:**

A structured mentoring system provides individualized coaching and peer support for novice educators. New teachers participate in regular check-ins and collaborative planning sessions with instructional leaders. These supports have contributed to improved instructional consistency and early-career teacher retention.

- **Data-Driven Instruction and Continuous Improvement:**

The campus maintains a strong data culture through frequent analysis of **NWEA MAP, STAAR interim, and formative assessments** to guide instruction and interventions. Grade-level PLCs use this data to set goals, adjust small-group instruction, and monitor RtI progress. Leadership and teacher teams review data every six to nine weeks to evaluate progress toward CIP performance objectives.

- **Comprehensive Student Support Programs:**

Townsell provides a **well-rounded instructional program** that includes after-school tutoring, Saturday Academies, GT projects, SEL integration, and the Academy 4 mentoring program. Students receive academic, behavioral, and emotional supports through PBIS, counseling, and targeted interventions.

- **Safe and Supportive Learning Environment:**

Campus-wide PBIS and SEL initiatives have led to improved behavior outcomes, with fewer than 10% of students receiving discipline referrals. The school culture emphasizes respect, safety, and the "Honor the HOWL" values, contributing to a positive, inclusive climate.

- **Collaborative Stakeholder Involvement:**

Parents, staff, and community members are actively involved through the **Campus Improvement Committee**, volunteer programs, and frequent communication systems. This collaboration reinforces shared ownership of student success and supports the campus's continuous improvement cycle.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Our special education population continues to grow, but we are lacking staff retention with special education teachers and staff.	We lack systematic processes to identify, assess, and serve students with special needs.
2 ★ Our special education student population is continuing to show low performance on state assessments with less than 15% of special education students scoring at the meets level on the STAAR assessment.	General education teachers and Special Education teachers are not collaborating on effective Lesson Plans to reach all students.
3 ★ Professional learning and coaching systems, while consistent, are not yet fully differentiated to address the specific instructional needs of teachers across experience levels or content areas.	Campus-wide PD plans focus on broad instructional practices rather than tailored development for new, veteran, or specialist teachers
4 ★ Implementation of the RtI process and progress monitoring is inconsistent across grade levels, leading to variation in intervention effectiveness and tracking of student progress.	Limited common structures and accountability measures for documenting, reviewing, and adjusting intervention plans within PLCs.
5 ★ Although data analysis occurs regularly in PLCs, lesson planning does not always fully align to formative assessment results, particularly in mathematics and for struggling learners.	Teachers need additional training and planning time to integrate MAP and STAAR item analysis into daily Tier 1 instruction and small-group differentiation.

★ = Priority

Perceptions

Summary

Townsell Elementary fosters a **positive, inclusive, and student-centered culture** built on the campus motto, “*Honor the HOWL.*” The learning environment is characterized by a strong sense of community and belonging among students, families, and staff. Feedback from stakeholders indicates that the campus is viewed as welcoming, supportive, and committed to helping every student succeed academically and socially.

School Climate and Belonging:

Students and staff describe Townsell as a safe, caring environment where relationships are valued and student success is celebrated. The majority of students report feeling supported by their teachers and connected to the school community. Implementation of **PBIS**, **SEL lessons**, and recognition systems such as *HOWL celebrations* contribute to improved student behavior and school pride. Fewer than 10% of students received behavior infractions in 2024–25, a reduction from the prior year. However, discipline data shows a **disproportionate number of referrals among African American students**, signaling a continued need for culturally responsive behavior interventions.

Staff Perceptions and Support:

Teachers generally express strong commitment to the campus vision and to their students, with many citing teamwork and leadership accessibility as strengths. Staff report that **administrators are visible, supportive, and responsive**, and that weekly PLCs and coaching sessions help them improve instruction. However, staff turnover increased in 2023–24, with several teachers citing workload and burnout as contributing factors. As a response, Townsell strengthened mentoring and onboarding systems for new teachers, offering **weekly coaching, peer mentorship, and planning support**. These systems have improved early retention for new educators during the 2024–25 school year.

Student Engagement and Attendance:

Students demonstrate a high level of engagement and pride in their learning environment. Campus attendance increased from 94.6% to approximately **96%**, reflecting improved student motivation and family partnerships. Regular incentives for attendance, such as monthly recognition for students with 95% or higher attendance, have contributed to these gains. Students also report that they feel encouraged to do their best and are challenged academically, particularly in reading and writing.

Parent and Community Perceptions:

Parents describe Townsell as **a welcoming, communicative, and inclusive school**. Families are regularly engaged through events such as literacy nights, cultural celebrations, and volunteer opportunities. Data from the 2024–25 **Volunteer Raptor Report** shows over **200 community volunteers contributing more than 1,000 total hours**, reflecting strong family and community investment. The school provides bilingual communication through newsletters, Seesaw, flyers, and in-person interpreters, ensuring **equitable access to information for non-English-speaking families**. Parents report high satisfaction with school communication and feel their children are safe both on campus and during arrival and dismissal times.

Communication and Stakeholder Engagement:

Townsell maintains open, consistent communication with all stakeholders through **kinvolved messages, campus newsletters, social media, and parent meetings**. Families and staff actively participate in the **Campus Improvement Committee**, contributing feedback to the CNA and goal-setting processes. This engagement ensures that the campus mission, vision, and values remain visible and community-driven.

Safety and Well-Being:

Townsell continues to strengthen its culture of safety through SEL integration, proactive counseling services, and collaboration with local agencies. The campus addresses bullying and conflict resolution through classroom guidance, restorative conversations, and counselor-led sessions. Students report feeling physically safe and emotionally supported by both peers and staff.

Strengths

Townsell Elementary’s strengths in culture, safety, and community engagement create a **supportive environment where students thrive and staff feel valued**. The campus’s collaborative relationships, strong communication systems, and focus on social-emotional learning serve as a foundation for both academic success and a positive school identity.

- Positive School Culture and Climate:**
 Students and staff describe Townsell as a safe and caring environment where positive behavior, respect, and collaboration are consistently reinforced. The implementation of **PBIS, SEL integration**, and consistent recognition systems has led to a **decline in behavior infractions**, with fewer than 10% of students receiving referrals.
- Sense of Safety and Belonging:**
 Students report feeling protected, supported, and connected to their teachers and peers. Parents affirm that the school is a safe place for their children, with secure arrival/dismissal procedures and visible staff presence contributing to a strong sense of safety.
- Staff Commitment and Collaboration:**
 Teachers express pride in working at Townsell and value the school's supportive leadership and collaborative environment. **Instructional coaching, PLC collaboration, and open communication** foster a sense of professional trust and shared ownership for student outcomes.
- Support Systems for Teachers:**
 The mentoring program for new and developing teachers has strengthened staff confidence and retention. Regular coaching, peer collaboration, and structured planning support are helping early-career teachers build capacity and improve instructional quality.
- Family and Community Engagement:**
 Families describe Townsell as **welcoming and responsive**, with open communication in both English and Spanish. Parent and community involvement has increased through volunteer programs, campus events, and the Academy 4 mentoring partnership. The **Volunteer Raptor Report** documented significant participation—over 1,000 hours of community engagement—reflecting strong family-school partnerships.
- Effective Communication and Stakeholder Involvement:**
 The campus uses multiple platforms—such as **Kinvolved**, newsletters, and social media—to keep families informed and involved. Parents, staff, and community members serve on the **Campus Improvement Committee** and contribute input to the CNA and CIP planning processes, demonstrating shared commitment to continuous improvement.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ While mentoring systems are in place for new teachers, ongoing differentiated support for struggling or mid-career teachers is limited.	Coaching and PD efforts primarily focus on new or novice teachers, leaving fewer opportunities for targeted growth among experienced staff needing content-specific support.
2 Despite strong attendance rates (96%), some subgroups--particularly students identified as At-Risk and those with high mobility--continue to experience chronic absenteeism.	Socioeconomic challenges and limited family access to transportation or consistent communication regarding attendance expectations and resources.
3 Although students report feeling safe, a small number express concerns about peer conflicts and bullying during unstructured times (recess, transitions).	Inconsistent implementation of conflict resolution strategies and limited structured supervision or SEL reinforcement during non-classroom settings.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The mobility rate (approximately 18%) continues to impact academic progress and student stability, particularly for students identified as At-Risk and Emergent Bilingual.

High housing turnover in the surrounding community and limited structured transition supports for mobile students.

2
★

Staff turnover among early-career teachers remains higher than desired, impacting continuity of instruction and classroom stability.

A high percentage of novice teachers (40% of staff) with limited classroom experience and a need for expanded mentorship and wellness supports to improve retention.

3
★

Early numeracy development in grades K-2 is below expectations, as indicated by MAP conditional growth percentiles below 30 and slower progress in rote counting and operations on Circle assessments.

Limited structured math intervention time and inconsistent implementation of early numeracy routines across classrooms.

4
★

Intervention and RtI systems lack full consistency across grade levels, leading to variable student progress in reading and math.

Inconsistent progress monitoring practices and limited professional development in effective Tier 2/ Tier 3 intervention delivery.

5
★

Our special education student population is continuing to show low performance on state assessments with less than 15% of special education students scoring at the meets level on the STAAR assessment.

General education teachers and Special Education teachers are not collaborating on effective Lesson Plans to reach all students.

6
★

Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.

There is a lack of alignment between classroom instruction and the assessed state standards.

7
★

Teacher turnover and varying levels of experience (40% with less than 5 years) contribute to uneven instructional quality across grade levels.

Need for sustained coaching and collaborative planning to ensure consistency of Tier 1 instruction.

8
★

Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.

Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

9
★

Professional learning and coaching systems, while consistent, are not yet fully differentiated to address the specific instructional needs of teachers across experience levels or content areas.

Campus-wide PD plans focus on broad instructional practices rather than tailored development for new, veteran, or specialist teachers

10
★

Implementation of the RtI process and progress monitoring is inconsistent across grade levels, leading to variation in intervention effectiveness and tracking of student progress.

Limited common structures and accountability measures for documenting, reviewing, and adjusting intervention plans within PLCs.

11
★

Although data analysis occurs regularly in PLCs, lesson planning does not always fully align to formative assessment results, particularly in mathematics and for struggling learners.

Teachers need additional training and planning time to integrate MAP and STAAR item analysis into daily Tier 1 instruction and small-group differentiation.

12
★

While mentoring systems are in place for new teachers, ongoing differentiated support for struggling or mid-career teachers is limited.

Coaching and PD efforts primarily focus on new or novice teachers, leaving fewer opportunities for targeted growth among experienced staff needing content-specific support.

13



While attendance rates are improving overall (96%), a subset of students--especially those with high mobility or At-Risk indicators--continue to demonstrate inconsistent attendance patterns.

Family work schedules, transportation challenges, and limited early intervention for attendance warning signs.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data

- ☒ Texas approved 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
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Budgets/entitlements and expenditures data



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 and 2025 Proficiency: (Rapid Letter Naming - 86%, Rapid Vocabulary - 70%, Math - 93%, Social Emotional - 91%, Early Writing skills - 98%)

*Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 10% by May 2026. Indicators and 2025 Proficiency: (Rapid Letter Naming - 74%, Rapid Vocabulary - 84%, Math - 84%, Social Emotional - 93%, Early Writing skills - 91%)

Evaluation Data Source: CIRCLE Assessment

Strategy 1

Teachers will create common assessments to track data measure mastery and develop prevention and intervention opportunities as needed.

Strategy's Expected Result/Impact: Teachers will accelerate student learning in early literacy by incorporating real life examples, total physical response, music, and games when reinforcing vocabulary, letter naming, and letter sounds.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal
Pre-K Teachers

Problem Statements: Student Learning 3, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

July

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Intervention and Rtl systems lack full consistency across grade levels, leading to variable student progress in reading and math.

Inconsistent progress monitoring practices and limited professional development in effective Tier 2/Tier 3 intervention delivery.

4

Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.

Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

Performance Objective 2

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English) from 91% to 96% by May 2026.

Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (Spanish) from 75% to 85% by May 2026.

Evaluation Data Source: Circle Assessment

Strategy 1

Teachers will create common assessments to track data measure mastery and develop prevention and intervention opportunities as needed.

Strategy's Expected Result/Impact: Teachers will accelerate student learning in early literacy by incorporating real life examples, total physical response, music, and games when reinforcing vocabulary, letter naming, and letter sounds.

Staff Responsible for Monitoring: Pre-K Teachers Saude Cummings - Reading Academic Specialist

Problem Statements: Student Learning 3, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

April

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Intervention and RtI systems lack full consistency across grade levels, leading to variable student progress in reading and math.

Inconsistent progress monitoring practices and limited professional development in effective Tier 2/Tier 3 intervention delivery.

4

Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.

Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

Performance Objective 3

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 35% to 45% by May 2026.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 31% to 41% by May 2026.

Evaluation Data Source: STAAR Assessment, District Common Assessment, Campus Common Assessment

Strategy 1 Results Driven Accountability

Teachers will implement small group reading lessons daily with fidelity using formative assessment data to target areas of opportunity for all students.

Strategy's Expected Result/Impact: Students will improve reading, math, and science scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.

Staff Responsible for Monitoring: Randee Babb - Interventionist
Reading Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 4

Funding Sources: Interventionist 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Some Progress

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Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Teachers will utilize Writables to provide students with frequent feedback on writing samples and improve the writing conference process with students.

Strategy's Expected Result/Impact: Increase meets performance by 10% on STAAR Reading by May 2024.

Staff Responsible for Monitoring: Saude Cummings - Academic Specialist
Classroom Teachers

Problem Statements: Student Learning 1

Funding Sources: Instructional Materials 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

Some Progress

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July

Strategy 3 ☒ **Additional Targeted Support Strategy** ☒ **Results Driven Accountability**

Teachers will internalize and customize lessons to increase engagement and shift the cognitive lift to students when implementing the Bluebonnet Reading curriculum.

Strategy's Expected Result/Impact: Increase meets performance by 10% on STAAR Reading by May 2025.

Staff Responsible for Monitoring: Saude Cummings - Reading Academic Specialist
Reading Teachers

Problem Statements: Student Learning 1, 5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

Moderate Progress

November

February

April

July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.	There is a lack of alignment between classroom instruction and the assessed state standards.
5	Teacher turnover and varying levels of experience (40% with less than 5 years) contribute to uneven instructional quality across grade levels.	Need for sustained coaching and collaborative planning to ensure consistency of Tier 1 instruction.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

4

Implementation of the RtI process and progress monitoring is inconsistent across grade levels, leading to variation in intervention effectiveness and tracking of student progress.

Limited common structures and accountability measures for documenting, reviewing, and adjusting intervention plans within PLCs.

Performance Objective 4 HB3 Goal

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 65% to 75% by May 2026.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 56% to 70% by May 2026.

Evaluation Data Source: NWEA MAP Assessment

Strategy 1 Results Driven Accountability

Teachers will implement small group reading lessons daily with fidelity using formative assessment data to target areas of opportunity for all students.

Strategy's Expected Result/Impact: Students will improve reading, math, and science scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal
Reading Teachers

Problem Statements: Student Learning 1, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Teachers will utilize Writables to provide students with frequent feedback on writing samples and improve the writing conference process with students.

Strategy's Expected Result/Impact: Increase meets performance by 10% on STAAR Reading by May 2024.

Staff Responsible for Monitoring: Saude Cummings - Academic Specialist
Classroom Teachers

Problem Statements: Student Learning 1, 4

Funding Sources: Instructional Materials 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

Some Progress

November

February

April

July

Strategy 3 **Additional Targeted Support Strategy** **Results Driven Accountability**

Teachers will internalize and customize lessons to increase engagement and shift the cognitive lift to students when implementing the Bluebonnet Reading curriculum.

Strategy's Expected Result/Impact: Increase meets performance by 10% on STAAR Reading by May 2025.

Staff Responsible for Monitoring: Saude Cummings - Reading Academic Specialist
Reading Teachers

Problem Statements: Student Learning 1, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

Moderate Progress

November

February

April

July

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.	There is a lack of alignment between classroom instruction and the assessed state standards.
4	Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.	Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

Performance Objective 5

By May 2026, 70% of students in K-2 will Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined).
(There is no baseline data because K-2 did not us the assessment tool in previous years.)

Evaluation Data Source: NWEA MAP Assessment

Strategy 1 Results Driven Accountability

Teachers will implement small group reading lessons daily with fidelity using formative assessment data to target areas of opportunity for all students.

Strategy's Expected Result/Impact: Students will improve reading, math, and science scores in assessments. This will be measured by data collected from walkthroughs, student work samples, and campus and district common assessments.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal
Reading Teachers

Problem Statements: Student Learning 1, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Teachers will utilize Writables to provide students with frequent feedback on writing samples and improve the writing conference process with students.

Strategy's Expected Result/Impact: Increase meets performance by 10% on STAAR Reading by May 2024.

Staff Responsible for Monitoring: Saude Cummings - Academic Specialist
Classroom Teachers

Problem Statements: Student Learning 1, 4

Funding Sources: Instructional Materials 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

Some Progress

Strategy 3 ☒ Additional Targeted Support Strategy ☒ Results Driven Accountability

Teachers will internalize and customize lessons to increase engagement and shift the cognitive lift to students when implementing the Bluebonnet Reading curriculum.

Strategy's Expected Result/Impact: Increase meets performance by 10% on STAAR Reading by May 2025.

Staff Responsible for Monitoring: Saude Cummings - Reading Academic Specialist
Reading Teachers

Problem Statements: Student Learning 1, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

July

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.

There is a lack of alignment between classroom instruction and the assessed state standards.

4

Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.

Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

Performance Objective 6

Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 39% to 54% by May 2026.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 38% to 53% by May 2026.

Evaluation Data Source: NWEA MAP Math Assessment

Strategy 1 Results Driven Accountability

Teachers will utilize the Read-Draw-Write approach in their daily lessons when students are applying the concepts they have learned to math problems.

Strategy's Expected Result/Impact: Increase scores on math district common assessment, state assessments, and MAP by at least 10%

Staff Responsible for Monitoring: Saude Cummings - Math Academic Specialist
K-2 Math Teachers

Problem Statements: Student Learning 2, 4

Funding Sources: Instructional Materials 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

February

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July

Strategy 2 Results Driven Accountability

Teachers will implement guided math groups daily with fidelity using formative assessment data to target areas of opportunity for all students.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Elexter Maxson - Assistant Principal
K-2 Math Teachers

Problem Statements: Student Learning 2, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

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July

Strategy 3

Teachers will internalize and implement all components of the Eureka Tier I curriculum with fidelity, as evidenced by focused implementation walkthroughs.

Strategy's Expected Result/Impact: Increase Math performance by 10% on STAAR and MAP by May 2025.

Staff Responsible for Monitoring: Saude Cummings - Math Academic Specialist
Reading Teachers

Problem Statements: Student Learning 2, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

Considerable Progress

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Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Early numeracy development in grades K-2 is below expectations, as indicated by MAP conditional growth percentiles below 30 and slower progress in rote counting and operations on Circle assessments.	Limited structured math intervention time and inconsistent implementation of early numeracy routines across classrooms.
4	Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.	Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

Performance Objective 7

Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 46% to 70% by May 2026.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 47% to 55% by May 2026.

Evaluation Data Source: NWEA MAP Math Assessment

Strategy 1

☒ Results Driven Accountability

Teachers will utilize the Read-Draw-Write approach in their daily lessons when students are applying the concepts they have learned to math problems.

Strategy's Expected Result/Impact: Increase scores on math district common assessment, state assessments, and MAP by at least 10%

Staff Responsible for Monitoring: Saude Cummings - Math Academic Specialist
K-2 Math Teachers

Problem Statements: Student Learning 1, 4

Funding Sources: 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Considerable Progress

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Strategy 2 ☒ Results Driven Accountability

Teachers will implement guided math groups daily with fidelity using formative assessment data to target areas of opportunity for all students.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Elexter Maxson - Assistant Principal
K-2 Math Teachers

Problem Statements: Student Learning 1, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Moderate Progress

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July

Strategy 3 ☒ Results Driven Accountability

Teachers will implement ST Math for at least 90 minutes a week with fidelity to target learning gaps and promote accelerated growth.

Strategy's Expected Result/Impact: All students will improve math scores in all assessments by 10%.

Staff Responsible for Monitoring: Randee Babb - Math Interventionist
3-5 Math Teachers

Problem Statements: Student Learning 1, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

July

Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.

There is a lack of alignment between classroom instruction and the assessed state standards.

4

Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.

Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

Performance Objective 8

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 33% to 43% by May 2026.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 31% to 41% by May 2026.

Evaluation Data Source: STAAR Math Assessment, District Common Assessment, Campus Common Assessment

Strategy 1 Results Driven Accountability

Teachers will utilize the Read-Draw-Write approach in their daily lessons when students are applying the concepts they have learned to math problems.

Strategy's Expected Result/Impact: Increase scores on math district common assessment, state assessments, and MAP by at least 10%

Staff Responsible for Monitoring: Saude Cummings - Math Academic Specialist
K-2 Math Teachers

Problem Statements: Student Learning 1, 4

Funding Sources: Instructional Materials 211 - Title I-A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Considerable Progress

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Strategy 2 ☒ Results Driven Accountability

Teachers will implement guided math groups daily with fidelity using formative assessment data to target areas of opportunity for all students.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Elexter Maxson - Assistant Principal
K-2 Math Teachers

Problem Statements: Student Learning 1, 4

Funding Sources: Instructional Aide 199 - General Funds: SCE,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 3 ☒ Results Driven Accountability

Teachers will internalize and implement all components of the Eureka Tier I curriculum with fidelity, as evidenced by focused implementation walkthroughs.

Strategy's Expected Result/Impact: Increase Math performance by 10% on STAAR and MAP by May 2025.

Staff Responsible for Monitoring: Saude Cummings - Math Academic Specialist
Reading Teachers

Problem Statements: Student Learning 1, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

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Considerable Progress

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Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.

There is a lack of alignment between classroom instruction and the assessed state standards.

4

Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.

Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

Performance Objective 9

Increase the percentage of 5th grade students scoring at MEETS or above on STAAR Science from 15% to 30% by May 2026.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 10% to 25% by May 2026.

Evaluation Data Source: STAAR Assessment, District Common Assessment, Campus Common Assessment

Strategy 1 ☒ Results Driven Accountability

Teachers will implement hands-on learning activities with fidelity using high-quality instructional materials.

Strategy's Expected Result/Impact: Science assessment scores will improve by 15%

Staff Responsible for Monitoring: 3-5 Science Teachers
Amber Brooks - Principal

Problem Statements: Student Learning 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Moderate Progress

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Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.

Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

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

Retaining 95% of all staff performing at proficient or higher in all domains of their T-TESS evaluation tool by June 2026.

Evaluation Data Source: T-TESS Evaluation Data, Resignation Data, Walkthrough Data

Strategy 1

Provide ongoing instructional coaching and feedback cycles focused on sustaining and refining strong instructional practices.

Strategy's Expected Result/Impact: Teachers receive consistent, meaningful feedback that reinforces effective teaching and continuous improvement.

Staff Responsible for Monitoring: Amber Brooks - Principal
Elexter Maxson - Assistant Principal
Pamela McCray - Assistant Principal
Saude Cummings - Academic Specialist

Problem Statements: Student Learning 5

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 2

Strengthen staff wellness and work-life balance initiatives, including access to wellness spaces (Pack Paradise), social events, and SEL supports.

Strategy's Expected Result/Impact: Improved staff well-being, reduced burnout, and higher job satisfaction among high-performing staff.

Staff Responsible for Monitoring: Vanessa Duckett, Counselor
Michelle Grady, Counselor

Problem Statements: Demographics 2 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

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Moderate Progress

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Considerable Progress

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Staff turnover among early-career teachers remains higher than desired, impacting continuity of instruction and classroom stability.

A high percentage of novice teachers (40% of staff) with limited classroom experience and a need for expanded mentorship and wellness supports to improve retention.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Teacher turnover and varying levels of experience (40% with less than 5 years) contribute to uneven instructional quality across grade levels.

Need for sustained coaching and collaborative planning to ensure consistency of Tier 1 instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

While mentoring systems are in place for new teachers, ongoing differentiated support for struggling or mid-career teachers is limited.

Coaching and PD efforts primarily focus on new or novice teachers, leaving fewer opportunities for targeted growth among experienced staff needing content-specific support.

Performance Objective 2

By May 2026, 80% of students (as measured by campus STEM engagement surveys and performance rubrics) will demonstrate increased interest and confidence in STEM-related learning.

Evaluation Data Source: STEM Student Engagement Surveys and Classroom Observations

Strategy 1

Launch a campus STEM lab as part of the enrichment rotation to provide structured, standards-aligned STEM experiences.

Strategy's Expected Result/Impact: All students will have equitable access to high-quality STEM instruction that enhances engagement and problem-solving skills.

Staff Responsible for Monitoring: Amber Brooks, Principal, and STEM Enrichment Teacher

Problem Statements: Student Learning 1, 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

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Accomplished

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Accomplished

April

July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are showing growth on NWEA MAP, but are still not achieving at the meets and masters level on the STAAR assessment in all subject areas.	There is a lack of alignment between classroom instruction and the assessed state standards.
4	Academic performance for emergent bilinguals (EBs) shows limited acceleration toward grade-level mastery despite moderate growth.	Academic vocabulary development and language scaffolding are not systematically embedded across content areas.

Goal 3

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

Performance Objective 1

Decrease the percentage of in and out of school suspensions for African American students that are disproportionately referred for disciplinary action from 41.7% to 25% by May 2026.
Decrease the number of discretionary referrals for African American students from 122 to 61 by May 2026.

Evaluation Data Source: Power School Discipline Data Reports

Strategy 1

Implementing PBIS best practices consistently in all classrooms, rewarding individual students with HOWL tickets and teams through House Points.

Strategy's Expected Result/Impact: Decrease the number of behavior infractions by 10%

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: Demographics 1, 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

February

Considerable Progress

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July

Strategy 2

Implement behavior interventions with fidelity for all tier 3 behavior students.

Strategy's Expected Result/Impact: Reduce the frequency of behavioral incidents by 50% by May 2025.

Staff Responsible for Monitoring: Elexter Maxson - Assistant Principal
Pamela McCray - Assistant Principal

Problem Statements: Demographics 1

Formative Reviews

No Progress

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The mobility rate (approximately 18%) continues to impact academic progress and student stability, particularly for students identified as At-Risk and Emergent Bilingual.

High housing turnover in the surrounding community and limited structured transition supports for mobile students.

3

While attendance rates are improving overall (96%), a subset of students--especially those with high mobility or At-Risk indicators--continue to demonstrate inconsistent attendance patterns.

Family work schedules, transportation challenges, and limited early intervention for attendance warning signs.

Performance Objective 2

Decrease the number and percentage of students who are chronically absent from 16.4% to 8.2% by May 2026.

Decrease the number and percentage of Kindergarten students from 21.1% to 11.1% by May 2026."

Evaluation Data Source: Power School Attendance Reports

Strategy 1

Counselors will conduct attendance meetings every six weeks with scholars and parents who have chronic absences and co-create an action plan to support families with improving attendance.

Strategy's Expected Result/Impact: Increase over all attendance rate by 3% for the entire campus.

Staff Responsible for Monitoring: Michelle Grady - Counselor
Vanessa Duckett - Counselor

Problem Statements: Demographics 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 2

Implement Kinvoled as an early warning system to track attendance patterns and alert school staff when a student's absences become a concern. This allows for timely intervention.

Strategy's Expected Result/Impact: Decrease the number of students with chronic absences by 5%.

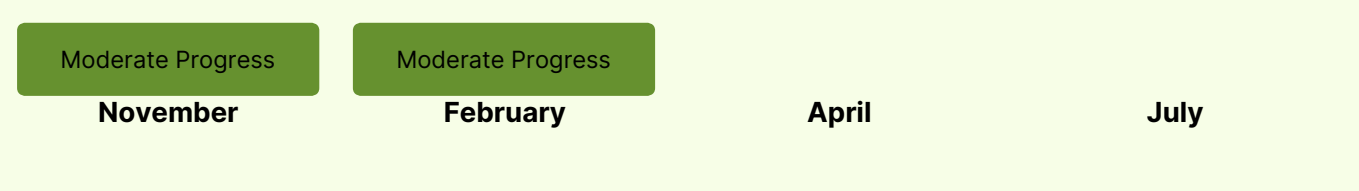
Staff Responsible for Monitoring: Rosa Navarro - DP/Attendance Clerk

Problem Statements: Demographics 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	While attendance rates are improving overall (96%), a subset of students--especially those with high mobility or At-Risk indicators--continue to demonstrate inconsistent attendance patterns.	Family work schedules, transportation challenges, and limited early intervention for attendance warning signs.



State Compensatory Education

State Compensatory

Budget for Townsell Elementary School

Total SCE Funds: \$41,275.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Instructional Aide Salary and Instructional Materials for Math and Reading

Personnel for Townsell Elementary School

Name	Position	FTE
Andrea Morris	Instructional Aide	1



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Townsell Elementary School engaged in a **comprehensive needs assessment (CNA) process** beginning in **May 2025 and concluding in June 2025** to inform the development of the 2025–2026 Campus Improvement Plan.

- **Stakeholder Teams:** The CNA process included representation from **administrators, teachers from all core content areas and electives, interventionists, special education staff, the academic specialist, counselors, parents, and community partners**. Student voice was also included through surveys.
- **Meeting Cadence:** The CNA team met formally three **times between April and June**. Meetings included **whole-group data analysis, breakout discussions by domain (Demographics, Student Learning, Processes & Programs, and Perceptions), and final consensus-building sessions**.
- **Data Sources Reviewed:** Teams examined multiple sources of quantitative and qualitative data, including:
 - 2025 STAAR performance data and accountability reports (Domain 1 and Domain 3)
 - MAP Growth Reading and Math results (BOY, MOY, EOY)
 - mClass Data
 - TELPAS and Domain 3 English Language Proficiency progress data
 - Discipline data disaggregated by special populations
 - Attendance data, mobility, and enrollment demographics
 - Parent engagement logs and feedback from family events
- **Process:** Each team reviewed strengths, needs, problem statements, and root causes in their assigned domain. These findings were recorded, cross-referenced, and aligned into a **final CNA summary**, which directly informed Bowie’s 2025–2026 CIP goals, performance objectives, and strategies.
- **Documentation:** All agendas, sign-in sheets, CNA drafts, and finalized CNA documentation are housed in **Title I Crate**.

1.2 Location for Evidence of Multiple Meetings Held

Location for Evidence of Multiple Meetings Held

Townsell Elementary School ensured that **multiple opportunities were provided for stakeholders to engage in the CNA process** across the spring, summer, and fall of 2025.

- The CNA process formally began with **CIC and Leadership Coalition meetings on May 20, 2025**, where stakeholders reviewed preliminary data and identified initial strengths and needs.
- Additional CNA sessions were held **twice in the summer of 2025** to further analyze MAP Growth, STAAR, TELPAS, discipline, and survey data.
- A final CNA review meeting occurred in **September 2025 after state accountability ratings were released**, allowing the team to incorporate updated results into the root cause analysis and ensure full alignment with CIP goals.

Evidence of multiple meetings — including **agendas, notes, minutes, and sign-in sheets** — is housed in **Title I Crate** and is available for review.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of Townsell Elementary School's **2025–2026 Schoolwide Program Plan/Campus Improvement Plan (CIP)** followed the **Comprehensive Needs Assessment (CNA) process** and included multiple stakeholder meetings across the spring and summer of 2025, with finalization in September.

- **April–May 2025:** Initial data review began in April, followed by a **CIC and Leadership Coalition meeting on May 12, 2025**, to examine preliminary results and identify priority needs.
- **Summer 2025:** Two additional CNA meetings were held during the summer to analyze MAP Growth, STAAR, TELPAS, discipline, and survey data. Drafts of problem statements, root causes, and strengths were developed during these sessions.
- **September 2025:** A final CNA/CIP review meeting was conducted after the release of **state accountability ratings**, allowing the team to finalize the **2025–2026 Campus Improvement Plan**.

Evidence of multiple meetings — including **agendas, notes, minutes, and sign-in sheets** — is housed in **Title I Crate**.

2.2 Stakeholders 1114(b)(2)

Townsell Elementary School engaged a wide range of stakeholders in the development of the **2025–2026 Campus Improvement Plan**.

- **Campus Staff:** Core Academic teachers and elective teachers, the academic specialist, interventionists, counselors, and special education staff actively participated in CNA meetings and provided input on root causes, problem statements, and strategies.
- **Campus Leadership:** The **Leadership Coalition** served as the primary planning body, ensuring representation from all grade levels and content areas as well as SPED, counseling, and administration. Members included:
 - Amber Brooks, Principal
 - Pamela McCray, Assistant Principal
 - Elexter Maxson, Assistant Principal
 - Michelle Grady, Counselor
 - Vanessa Duckett, Counselor
 - Randee Babb, Interventionist
 - Saude Cummings, Academic Specialist
 - Kristin Green, SPED Dept Chair
 - Ashley Finley, Specials Lead Teacher
 - Kristall Snell, PreK Lead Teacher
 - Kelli Greb, Kinder Lead Teacher
 - Nancy Winship, 1st Grade Lead Teacher
 - Sarah White, 2nd Grade Lead Teacher
 - Erin McKee, 3rd Grade Lead Teacher
 - April Yeager, 4th Grade Lead Teacher
- **Families & Community Members:** Parents and community partners were invited to participate through **CIC meetings, parent surveys, and family engagement events**. Feedback was solicited during CNA sessions, family nights, and through surveys distributed electronically and in-person.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The **2025–2026 Campus Improvement Plan (CIP)** is made available to the district, parents, and the public through multiple formats to ensure accessibility and understanding.

- The finalized CIP is **posted on the Townsell Elementary School website** for open access by families and community members.
- Copies are available in the **front office** upon request
- The plan is written in **clear, parent-friendly language**. Key sections and summaries are available in **English and Spanish**, the primary languages of our families, with translation services available upon request for other languages.
- The plan is also shared during **parent engagement events** and highlighted in the **Townsell Family Newsletter**,

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The **2025–2026 Campus Improvement Plan (CIP)** was developed in coordination with district, state, and federal programs to maximize impact and avoid duplication of services. Funding and resources from **Title I, State Compensatory Education (SCE), and general funds** are strategically integrated to support academic interventions, extended learning, and family engagement.

In addition, the CIP aligns with:

- **Federal Programs:**
 - **Title I** funds support instructional coaching, interventionists, tutoring, Saturday school, and parent engagement.
 - **Special Education (IDEA)** and **EB/Title III** resources are integrated to provide scaffolds and language development supports.
- **State Programs:**
 - **State Compensatory Education (SCE)** funds are coordinated to provide RTI interventions.
 - HB1416 requirements for accelerated instruction are embedded in Tier II/III RTI.
- **Local and District Programs:**
 - **RISE MTSS Framework** supports Tier I behavior systems through Classroom Success Plans, Tier 3 Behavior Monitoring, and targeted behavior interventions.
 - **Irving Schools Foundation** provides financial and resource support (uniforms, food bags, grants)

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Townsell Elementary School evaluates the **effectiveness of programs and strategies** through both formative and summative review processes, with documentation stored in **Title I Crate**.

- **Formative Reviews:** Notes on program effectiveness are captured in the **Formative Reviews section of the CIP**, with updates made quarterly. These reviews include progress monitoring data (MAP Growth, CFAs/DOLs, discipline reports, attendance, tutoring participation, and walkthrough feedback).
- **Summative Review:** An **annual evaluation of the Schoolwide Program Plan** is conducted in the **Summative Review section of the CIP**. This includes analysis of STAAR results, TELPAS progress, Domain 3 indicators, and perception data (student/parent/staff surveys). Documentation of the summative review process, including agendas, notes, and sign-in sheets, is housed in **Title I Crate**.
- **Alignment with CNA:** Program evaluation findings are incorporated into the **Comprehensive Needs Assessment (CNA)** for the following school year to ensure continuous improvement and alignment of goals, performance objectives, and strategies.

Evidence: Sign-in sheets, agendas, minutes, and analyzed data sources (state assessments, MAP, discipline, attendance, and survey data) are stored in **Title I Crate** as required by the Schoolwide Program evaluation process.

Title I Personnel

Name	Position	Program	FTE
Deyanira Valdez	Parent Liaison	Family Engagement	1
Landon Shehee	General Instructional Aide	Instructional	1

Mary Coleman	2-5 Math Interventionist	Instructional	1
Randee Babb	2-5 Reading Interventionist	Instructional	1



Funding Summary

Funding Summary

199 - General Funds: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	Instructional Aide	--	\$0.00
Sub-Total					\$0.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Interventionist	--	\$0.00
1	3	2	Instructional Materials	--	\$0.00
1	4	2	Instructional Materials	--	\$0.00
1	5	2	Instructional Materials	--	\$0.00
1	6	1	Instructional Materials	--	\$0.00
1	7	1		--	\$0.00
1	8	1	Instructional Materials	--	\$0.00
Sub-Total					\$0.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/16/2025	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/16/2025	Dorian Galindo	10/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024

