Irving Independent School District

Townsell Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

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Mission Statement

At Townsell, we will ensure ALL students are provided social and academic suppor 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

Jackie Mae Townsell Elementary is a diverse Pre-K–5 campus serving a highly mobile, multilingual student population. Enrollment decreased from 858 students in 2024–25 to 726 students in 2025–26, representing a decline of approximately 15%. During 2025–26, the campus served 457 Hispanic students (63.0%), 150 African American students (20.7%), 66 Asian students (9.1%), 18 White students (2.5%), 13 American Indian/Alaska Native students (1.8%), 10 Native Hawaiian/Pacific Islander students (1.4%), and 12 students identifying as two or more races (1.7%).

Emergent bilingual students represented 63.2% of enrollment in 2025–26, increasing from 60.8% in 2024–25. Students receiving special education services increased proportionally from 9.7% to 10.7% of enrollment. Current 2026–27 program-participation data show that 75.3% of students are identified as at risk, 60.8% as emergent bilingual, 10.6% as receiving special education services, 11.0% as gifted and talented, and 13.2% as immigrant students.

Student mobility remains a significant factor. Although 726 students were enrolled at the end of 2025–26, 1,041 students were served at some point during the school year, and 30.3% of all students enrolled during the year withdrew. Enrollment also declined substantially at the beginning of the year, with a net loss of 118 students in August. This mobility creates challenges related to instructional continuity, assessment history, intervention placement, and relationship-building.

Attendance patterns varied by grade level and time of year. Kindergarten continued to demonstrate the greatest attendance concern, generally ranging from approximately 92% to 94% during 2025–26. Attendance also declined across several grade levels during January, February, and May. These trends indicate a need for earlier identification and intervention for students demonstrating chronic absenteeism.

Staffing data reflect a combination of experienced, alternatively certified, and developing educators. The current campus certification profile includes 52 standard certificates, along with emergency permits, intern certificates, probationary certificates, and one-year certificates. This range of experience and certification pathways increases the importance of differentiated coaching, mentoring, collaborative planning, and clear instructional systems.

In the 2026 accountability system, Townsell received an overall rating of 60/D, including a Student Achievement rating of 58/F, School Progress rating of 60/D, and Closing the Gaps raw score of 12 and scaled score of 60/D. The campus is in its second consecutive year of identification for Additional Targeted Support and Improvement (ATSI).

The 2026 ATS entry cut point was a Closing the Gaps scaled score of 56. Townsell was identified for ATSI based on the performance of three student groups:

- Hispanic students earned a Closing the Gaps raw score of 3 and scaled score of 38.
- Economically disadvantaged students earned a Closing the Gaps raw score of 3 and scaled score of 38.
- Continuously enrolled students earned a Closing the Gaps raw score of 0 and scaled score of 30.

All three groups performed below the ATS entry cut point of 56 and met the criteria for identification.

Asian students earned a Closing the Gaps raw score of 0 and scaled score of 30, while emergent bilingual students, including current and monitored students, earned a raw score of 26 and scaled score of 66. Although these groups were not identified for TSI in 2026, both have missed two indicators for three consecutive years and are considered one year away from possible TSI identification. Their performance will require focused monitoring and targeted instructional responses during 2026–27.

Current 2026–27 program data show that six students, or 0.8% of enrollment, receive Section 504 services. An additional indicator identifies 10 students, or 1.4%, as receiving dyslexia services through an IEP. Thirteen students, or 1.8% of enrollment, are identified as homeless and receive McKinney-Vento/Project PASS support.

Strengths

Townsell's demographic strengths include:

- A culturally and linguistically diverse student population that enriches the learning community.
- Established bilingual and ESL staffing and programming to support a campus where more than 60% of students are emergent bilingual.
- Specialized services for students receiving special education, dyslexia, Section 504, gifted and talented, immigrant, and McKinney-Vento supports.
- A nearly balanced gender distribution, with 356 female students and 370 male students enrolled in 2025–26.
- Increased first-day and first-30-day enrollment capture. The percentage of currently enrolled students enrolled by the first day increased from 76.8% in 2024–25 to 81.1% in 2025–26 and 86.7% in 2026–27.
- Staffing allocations that include bilingual aides, counselors, instructional specialists, intervention teachers, special education teachers and aides, a parent liaison, and campus administrators.
- Campus structures that allow newly enrolled and mobile students to receive academic, linguistic, behavioral, and social-emotional supports.

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.	Campus transition and onboarding systems are not yet consistently implemented to assess newly enrolled students, communicate academic and behavioral expectations, and provide timely instructional support.
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 ★	Townsell Elementary is identified for ATSI because 2026 Domain 3 scores for Continuously Enrolled (30), Economically Disadvantaged (38), and Hispanic students (38) were below the state cut point of 56, demonstrating a need for targeted instruction, intervention, and progress monitoring.	Campus systems have not yet ensured that consistently enrolled, economically disadvantaged, and Hispanic students receive sufficiently differentiated Tier 1 instruction, timely intervention, and frequent standards-aligned progress monitoring. Inconsistent use of assessment data and instructional response has contributed to persistent performance gaps for these student groups.
4 ★	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.
5 ★	Reading growth remains below expectations for the three ATSI groups: only 39.46% of Hispanic students, 41.31% of Economically Disadvantaged students, and 49.46% of Continuously Enrolled students met their MAP Reading growth projections. These results reinforce the Domain 3 academic achievement and growth concerns that contributed to ATSI identification.	Campus systems for using MAP and formative assessment data to differentiate Tier 1 reading instruction, provide targeted intervention, and monitor the progress of ATSI student groups have not been implemented consistently across grade levels.

★ = Priority

Student Learning

Summary

According to 2025–26 state assessment data, 31% of Townsell students performed at Meets Grade Level or above across all STAAR assessments. In Reading and Mathematics, 31% of students met or exceeded grade-level expectations. In Science, 28% of students performed at Meets Grade Level or above.

TELPAS results demonstrate varied levels of English-language proficiency. Overall TELPAS proficiency increased from 20.9% in 2024–25 to 21.9% in 2025–26. Listening proficiency increased from 69.7% to 71.1%, speaking increased from 39.2% to 52.0%, and writing increased from 37.6% to 40.8%. However, TELPAS reading proficiency decreased from 53.0% to 45.5%.

The data indicate that fewer than one-third of students demonstrated mastery of grade-level knowledge and skills on STAAR. TELPAS results show meaningful growth in speaking, modest growth in listening and writing, and a continued need to strengthen academic reading for emergent bilingual students. Townsell earned a 2026 accountability rating of 60, or a D. Increasing grade-level achievement and accelerating language development remain critical campus priorities.

Townsell Elementary received a 2026 Closing the Gaps score of 12 and is identified for Additional Targeted Support and Improvement (ATSI) for three student groups. Hispanic students earned a Domain 3 scaled score of 38, with performance below target in RLA achievement (28% vs. 39%), mathematics achievement (31% vs. 44%), RLA growth (43% vs. 62%), mathematics growth (66% vs. 68%), and Student Success (31 vs. 41). Economically Disadvantaged students earned a scaled score of 38, with performance below target in RLA achievement (30% vs. 35%), mathematics achievement (31% vs. 40%), RLA growth (46% vs. 60%), mathematics growth (63% vs. 65%), and Student Success (32 vs. 38). Continuously Enrolled students earned a scaled score of 30, with performance below target in RLA achievement (35% vs. 38%), mathematics achievement (34% vs. 45%), RLA growth (50% vs. 64%), mathematics growth (61% vs. 70%), and Student Success (36 vs. 48). All three scaled scores were below the 2026 ATS cut point of 56.

Asian and Emergent Bilingual students are not designated as ATSI or TSI, but both are one year away from potential TSI identification and require monitoring. Asian students earned a Domain 3 scaled score of 30 and performed below the 2026 targets in RLA achievement (40% vs. 44%), mathematics achievement (40% vs. 47%), RLA growth (55% vs. 68%), mathematics growth (78% vs. 88%), and Student Success (53 vs. 72). EB Current and Monitored students earned a scaled score of 66 and performed below target in RLA achievement (29% vs. 37%), mathematics achievement (33% vs. 45%), RLA growth (43% vs. 62%), and Student Success (33 vs. 37). EB students met the mathematics growth target (72% vs. 69%) and the TELPAS progress target (42% vs. 40%). These groups will be monitored without assigning a support designation.

Fall 2025-to-Spring 2026 NWEA MAP results show that 41.15% of students met Reading growth projections, compared with 57.98% in Math. Among the ATSI groups, Economically Disadvantaged students met growth at 41.31% in Reading and 57.50% in Math; Hispanic students at 39.46% in Reading and 56.15% in Math; and Continuously Enrolled students at 49.46% in Reading and 64.86% in Math. These results indicate that reading growth is the greater area of need across all three ATSI groups, although Continuously Enrolled students demonstrated comparatively stronger MAP growth.

Among groups requiring continued monitoring, EB/LEP students met growth projections at 40.96% in Reading and 60.32% in Math, while Asian students met growth projections at 50.00% in Reading and 74.51% in Math. Asian and EB students are not identified for ATSI or TSI; their MAP, STAAR, TELPAS, and Domain 3 indicators will be monitored because they are one year away from potential TSI identification.

The Fall 2025-to-Fall 2026 longitudinal data show that 55% of students in Grades 1–5 met Math growth projections, compared with 45% in English Reading. Math growth was strongest in Grades 3 and 5 at 69% and 63%, while Reading growth was strongest in Grade 4 at 52%. These results indicate continued need for targeted reading intervention, particularly in Grades 1–2, while strengthening mathematics growth in Grades 2 and 4.

Students who did not meet the required standard on STAAR are provided accelerated instruction in accordance with HB 1416 through the campus MTSS process, tutoring, small-group instruction, and progress monitoring. Student participation, instructional hours, attendance, and mastery of targeted TEKS will be reviewed during each formative CIP review.

Strengths

- Thirty-one percent of students performed at Meets Grade Level or above across all STAAR assessments.
- Reading and Mathematics were the strongest STAAR subjects, with 31% of students meeting or exceeding grade-level expectations in each area.
- Science performance was within three percentage points of Reading and Mathematics, with 28% of students performing at Meets Grade Level or above.
- TELPAS speaking proficiency increased by 12.8 percentage points, from 39.2% to 52.0%.
- TELPAS listening proficiency increased from 69.7% to 71.1%, making listening the strongest English-language domain.
- TELPAS writing proficiency increased from 37.6% to 40.8%.
- Overall TELPAS proficiency increased from 20.9% to 21.9%.
- The growth in TELPAS speaking demonstrates progress in students' ability to communicate orally in academic and social settings.

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 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.
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.
6 ★	Student achievement at Meets Grade Level or above remains below campus expectations across all STAAR-tested subjects. In 2025-26, 31% of students achieved Meets Grade Level or above in Reading, 31% in Mathematics, and 28% in Science.	Tier 1 instruction does not consistently provide the level of rigor, explicit modeling, academic discourse, guided practice, and independent application necessary for students to master grade-level standards.

7 ★

Science was the lowest-performing STAAR subject, with only 28% of students achieving Meets Grade Level or above.

Science instruction does not consistently integrate conceptual understanding, academic vocabulary, hands-on investigation, written response, and application of content in STAAR-aligned tasks.

8 ★

Emergent bilingual students are not developing English proficiency at a rate sufficient to independently access and demonstrate mastery of grade-level content. Overall TELPAS proficiency was 42% in 2025-26.

Content and language objectives, structured student discourse, linguistic accommodations, and explicit academic-vocabulary instruction are not implemented consistently across classrooms and content areas.

9 ★

English-assessed Pre-K students are not consistently developing the vocabulary needed for kindergarten literacy and comprehension. Only 23% of students were on track in rapid vocabulary, while 77% needed support.

Explicit vocabulary instruction, interactive read-alouds, purposeful student conversation, and repeated use of new vocabulary are not implemented with sufficient frequency and consistency across Pre-K classrooms.

10 ★

Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.

Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.

11 ★

Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.

Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

12

Asian and Emergent Bilingual students are not identified as ATSI or TSI but are one year away from potential TSI identification. Asian students earned a Domain 3 scaled score of 30, while EB Current and Monitored students earned 66 but remained below target in RLA and mathematics achievement, RLA growth, and Student Success.

Campus subgroup monitoring has not consistently triggered timely instructional responses when Asian and EB students fall below Domain 3 targets.

13 ★

Only 43% of K-5 students met their Fall-to-Spring English Reading growth projections, compared with 58% in Math. Reading growth was particularly low in Kindergarten through Grade 2, where only 30%-33% of students met English Reading growth projections.

Campus systems for using MAP data to plan differentiated reading instruction, provide targeted intervention, and monitor student response are not yet implemented consistently across grade levels.

14 ★

Reading growth remains below expectations for the three ATSI groups: only 39.46% of Hispanic students, 41.31% of Economically Disadvantaged students, and 49.46% of Continuously Enrolled students met their MAP Reading growth projections. These results reinforce the Domain 3 academic achievement and growth concerns that contributed to ATSI identification.

Campus systems for using MAP and formative assessment data to differentiate Tier 1 reading instruction, provide targeted intervention, and monitor the progress of ATSI student groups have not been implemented consistently across grade levels.

★ = Priority

School Processes & Programs

Summary

School Processes and Programs Summary

Townsell Elementary uses coordinated instructional, operational, and student-support systems to promote academic growth, safety, and continuous improvement. Campus leadership monitors implementation through weekly PLTs, data-driven instruction meetings, coaching cycles, walkthroughs, intervention reviews, behavior data, and formative CIP reviews. Specialized supports are provided for Emergent Bilingual, special education, at-risk, gifted, and students requiring academic or behavioral intervention.

Recruitment and Staffing Process:
Townsell collaborates with district Human Resources to recruit candidates through district job postings, hiring events, university partnerships, referrals, and early recruitment activities. Campus leaders screen applicants for certification, relevant experience, instructional expertise, and the ability to serve the campus's diverse student population. Selected candidates participate in structured interviews that may include campus leadership and teacher representatives, reference checks, and demonstration of instructional knowledge. Hiring priorities are based on vacancies, student needs, bilingual/ESL and special education certification, and campus instructional goals. Newly hired staff participate in district and campus onboarding, mentoring, coaching, and regular leadership check-ins.

School Safety Monitoring and Response:
School safety is monitored through required emergency drills, exterior-door and facility checks, visitor-management procedures, staff supervision plans, arrival and dismissal protocols, threat-assessment procedures, discipline reports, and student, staff, and family perception data. Campus administrators review safety concerns, incident locations, supervision needs, and patterns in student behavior. Identified concerns are addressed through revised procedures, increased adult supervision, staff training, student guidance, family communication, counseling, and coordination with district safety personnel.

Prevention of Bullying, Drugs, and Violence:
The campus provides preventive instruction through SEL lessons, counselor guidance, PBIS expectations, digital citizenship, conflict-resolution instruction, Red Ribbon Week, and age-appropriate lessons addressing bullying, drugs, violence, and safe decision-making. Students and families are informed of procedures for reporting concerns. Reported incidents are documented, investigated, and addressed through parent communication, counseling, restorative practices, safety planning, disciplinary action when appropriate, and continued monitoring. Discipline and bullying data are reviewed to identify recurring locations, times, students, and supervision needs.

Historical Bullying Data:
Campus bullying data are reviewed annually to determine the number of reported, investigated, and confirmed incidents and whether patterns exist by grade level, location, or student group. During 2025–26, Townsell recorded 6 reported allegations and 2 confirmed bullying incidents, compared with 4 reported allegations and 1 confirmed incidents in 2024–25. The campus will continue monitoring bullying during less-structured settings, including recess, arrival, dismissal, and transitions.

Student Transition Supports:
Townsell supports incoming, mobile, and transitioning students through enrollment and records reviews, initial academic and language screening, family orientation, classroom placement, counselor check-ins, and communication of academic and behavioral expectations. Teachers receive available assessment, intervention, language, special education, and behavior information to plan appropriate support. Grade-level teams conduct end-of-year data sharing, and fifth-grade students receive middle-school transition activities in coordination with Sam Houston Middle School. Transition support is also provided for students moving from Pre-K to Kindergarten and between instructional programs.

College and Career Readiness:
College and career readiness begins through age-appropriate career-awareness lessons, goal setting, student leadership opportunities, mentoring, exposure to colleges and careers, and connections between academic learning and future opportunities. Counselors, teachers, community partners, and the Academy 4 mentoring program help students explore personal interests, develop communication and problem-solving skills, and understand the importance of academic achievement, attendance, and positive behavior. Fifth-grade transition activities reinforce readiness for middle school and long-term college and career pathways.

Strengths

Townsell's process and program strengths include:

- A defined instructional leadership structure that includes administrators, instructional specialists, interventionists, counselors, and teacher leaders.
- Weekly PLTs that provide protected time for lesson internalization, assessment analysis, collaborative planning, and response to student data.
- Regular classroom observations and coaching cycles focused on identified campus instructional priorities.
- Access to district-adopted high-quality instructional materials in reading, mathematics, and science.
- Comprehensive bilingual and ESL programming to support the campus's large emergent bilingual population.
- Multiple special education service models, including inclusion, specialized instruction, LIFE programming, related services, and instructional aides.
- Academic and enrichment opportunities through gifted and talented services, tutoring, intervention, Academy 4, counseling, clubs, fine arts, and other enrichment programs.
- A reduction in suspensions from 121 events in 2024–25 to 82 events in 2025–26.
- Strong participation in counseling and extracurricular programming, providing students with additional opportunities for connection and support.
- Existing data systems that allow leadership and teacher teams to monitor enrollment, attendance, behavior, assessment performance, program participation, and instructional implementation.

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.
6 ★	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.

7 ★	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.
8 ★	Reading growth remains below expectations for the three ATSI groups: only 39.46% of Hispanic students, 41.31% of Economically Disadvantaged students, and 49.46% of Continuously Enrolled students met their MAP Reading growth projections. These results reinforce the Domain 3 academic achievement and growth concerns that contributed to ATSI identification.	Campus systems for using MAP and formative assessment data to differentiate Tier 1 reading instruction, provide targeted intervention, and monitor the progress of ATSI student groups have not been implemented consistently across grade levels.

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Perceptions

Summary

Spring 2026 survey participation was strong among students and staff. The Student Climate Survey received 307 of 311 eligible responses, representing a 98.7% response rate. Grade-level participation was 96.6% in Grade 3 and 100% in Grades 4 and 5. The Employee Survey received 68 of 75 responses, representing a 90.7% response rate and providing strong representation of staff perceptions.

The Family Survey received 21 responses. Family Efficacy ranked near the 90th national percentile and increased by 9 percentage points. However, Staff-Family Relationships declined by 17 percentage points, while family perceptions of School Climate and School Safety ranked near the 40th percentile. The limited number of family responses indicates a need to strengthen survey outreach and participation so future results more fully represent the campus community.

Staff reported strong professional support but expressed concerns about well-being. Professional Learning increased by 8 percentage points and ranked near the 90th percentile. Teacher Feedback and Coaching increased by 15 percentage points to approximately the 80th percentile, while teacher perceptions of Staff-Leadership Relationships increased by 8 percentage points to approximately the 80th percentile. However, teacher Well-being ranked near the 10th percentile, while school staff Well-being ranked near the 30th percentile.

Townsell's overall attendance rate increased from 94.6% in 2024–25 to 94.8% in 2025–26. Grade-level attendance rates for 2025–26 were 96.8% in Pre-K, 93.2% in Kindergarten, 94.5% in Grade 1, 95.8% in Grade 2, 95.4% in Grade 3, 95.9% in Grade 4, and 95.0% in Grade 5. Kindergarten had the lowest attendance rate and remains an area for targeted monitoring. The current 2026–27 year-to-date attendance rate is 96.1%, with all grade levels at or above 95%. Although overall attendance improved, 15.4% of students were chronically absent, including 17% of Hispanic students.

Staffing and absence patterns may also influence perceptions of school climate and stability. Twenty-four teachers recorded more than 15 days of absence during 2025–26. Maintaining staff wellness, recognition, consistent communication, meaningful professional support, and manageable campus systems will be important for strengthening staff morale and instructional continuity.

Strengths

Townsell's perception-related strengths include:

- A campus identity centered on belonging, teamwork, recognition, and "One Pack! One Purpose."
- Multiple structures for recognizing positive student behavior and celebrating student and staff accomplishments.
- A substantial reduction in suspensions, suggesting greater use of proactive and supportive responses to student behavior.
- High family consent for counseling services, demonstrating trust in campus-based student support.
- More than half of students participating in a club or activity, providing opportunities for connection beyond the classroom.
- Access to two counselors, Academy 4 mentoring, SEL instruction, PBIS, calming spaces, and targeted behavioral support.
- Bilingual and multilingual communication systems that help families access campus information and participate in school activities.
- A parent liaison and community partnerships that support family engagement and access to resources.
- Regular staff communication through newsletters, PLTs, leadership meetings, coaching feedback, and campus professional learning.
- Multiple opportunities for stakeholder involvement through family events, parent conferences, campus committees, volunteer activities, and student programs.

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 ★	Although the 2025-26 attendance rate increased to 94.8%, chronic absenteeism affected 15.4% of all students and 17% of Hispanic students, limiting consistent access to instruction.	The campus early-warning, family communication, and tiered intervention process has not been implemented consistently enough to identify attendance concerns promptly, document outreach, assign targeted interventions, and monitor whether student attendance improves.
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.
4 ★	African American students experienced 225 disciplinary infractions during 2025-26, resulting in 19 out-of-school suspensions and 16 in-school suspensions. Their disproportionate representation in exclusionary discipline demonstrates a need for more consistent preventive and restorative behavior supports.	Campus expectations and practices related to proactive classroom management, early behavior intervention, de-escalation, restorative responses, and culturally responsive discipline have not been implemented or monitored consistently across classrooms and settings.
5 ★	Only 21 families completed the Spring 2026 Family Survey, and current participation data indicate that parent and community involvement is not yet broad enough to consistently represent the perspectives and needs of the campus population.	The campus does not yet have a consistently implemented monthly family-engagement calendar, centralized participation-monitoring system, or differentiated outreach process designed to reach families through multiple formats, languages, times, and communication methods.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.
2 ★	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.
3 ★	Student achievement at Meets Grade Level or above remains below campus expectations across all STAAR-tested subjects. In 2025-26, 31% of students achieved Meets Grade Level or above in Reading, 31% in Mathematics, and 28% in Science.	Tier 1 instruction does not consistently provide the level of rigor, explicit modeling, academic discourse, guided practice, and independent application necessary for students to master grade-level standards.
4 ★	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
5 ★	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.
6 ★	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.

7 ★	Science was the lowest-performing STAAR subject, with only 28% of students achieving Meets Grade Level or above.	Science instruction does not consistently integrate conceptual understanding, academic vocabulary, hands-on investigation, written response, and application of content in STAAR-aligned tasks.
8 ★	Emergent bilingual students are not developing English proficiency at a rate sufficient to independently access and demonstrate mastery of grade-level content. Overall TELPAS proficiency was 42% in 2025-26.	Content and language objectives, structured student discourse, linguistic accommodations, and explicit academic-vocabulary instruction are not implemented consistently across classrooms and content areas.
9 ★	English-assessed Pre-K students are not consistently developing the vocabulary needed for kindergarten literacy and comprehension. Only 23% of students were on track in rapid vocabulary, while 77% needed support.	Explicit vocabulary instruction, interactive read-alouds, purposeful student conversation, and repeated use of new vocabulary are not implemented with sufficient frequency and consistency across Pre-K classrooms.
10 ★	Townsell Elementary is identified for ATSI because 2026 Domain 3 scores for Continuously Enrolled (30), Economically Disadvantaged (38), and Hispanic students (38) were below the state cut point of 56, demonstrating a need for targeted instruction, intervention, and progress monitoring.	Campus systems have not yet ensured that consistently enrolled, economically disadvantaged, and Hispanic students receive sufficiently differentiated Tier 1 instruction, timely intervention, and frequent standards-aligned progress monitoring. Inconsistent use of assessment data and instructional response has contributed to persistent performance gaps for these student groups.
11 ★	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

12 ★

Reading growth remains below expectations for the three ATSI groups: only 39.46% of Hispanic students, 41.31% of Economically Disadvantaged students, and 49.46% of Continuously Enrolled students met their MAP Reading growth projections. These results reinforce the Domain 3 academic achievement and growth concerns that contributed to ATSI identification.

Campus systems for using MAP and formative assessment data to differentiate Tier 1 reading instruction, provide targeted intervention, and monitor the progress of ATSI student groups have not been implemented consistently across grade levels.

13 ★

Although the 2025-26 attendance rate increased to 94.8%, chronic absenteeism affected 15.4% of all students and 17% of Hispanic students, limiting consistent access to instruction.

The campus early-warning, family communication, and tiered intervention process has not been implemented consistently enough to identify attendance concerns promptly, document outreach, assign targeted interventions, and monitor whether student attendance improves.

14 ★

African American students experienced 225 disciplinary infractions during 2025-26, resulting in 19 out-of-school suspensions and 16 in-school suspensions. Their disproportionate representation in exclusionary discipline demonstrates a need for more consistent preventive and restorative behavior supports.

Campus expectations and practices related to proactive classroom management, early behavior intervention, de-escalation, restorative responses, and culturally responsive discipline have not been implemented or monitored consistently across classrooms and settings.

15 ★

Only 21 families completed the Spring 2026 Family Survey, and current participation data indicate that parent and community involvement is not yet broad enough to consistently represent the perspectives and needs of the campus population.

The campus does not yet have a consistently implemented monthly family-engagement calendar, centralized participation-monitoring system, or differentiated outreach process designed to reach families through multiple formats, languages, times, and communication methods.

16 ★

Only 43% of K-5 students met their Fall-to-Spring English Reading growth projections, compared with 58% in Math. Reading growth was particularly low in Kindergarten through Grade 2, where only 30%-33% of students met English Reading growth projections.

Campus systems for using MAP data to plan differentiated reading instruction, provide targeted intervention, and monitor student response are not yet implemented consistently across grade levels.

17 ★

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.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **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 2027. Indicators and 2026 Proficiency:(Rapid Letter Naming - 68%, Rapid Vocabulary - 23%, Math- 85%)

Increase the percentage of PK students who are Proficient on all 5 (Spanish) Circle indicators by at least 10% by May 2027. Indicators and 2026 Proficiency: (Rapid Letter Naming - 86%, Rapid Vocabulary - 89%, Math - 84%)

Evaluation Data Source: CIRCLE Assessment

Strategy 1

Pre-K teachers will provide daily differentiated small-group instruction in vocabulary, letter knowledge, early writing, mathematics, and social-emotional development based on current student data.

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: Stacey Brunswick - Academic Specialist

Problem Statements: Student Learning 9

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	English-assessed Pre-K students are not consistently developing the vocabulary needed for kindergarten literacy and comprehension. Only 23% of students were on track in rapid vocabulary, while 77% needed support.	Explicit vocabulary instruction, interactive read-alouds, purposeful student conversation, and repeated use of new vocabulary are not implemented with sufficient frequency and consistency across Pre-K classrooms.

Performance Objective 2

Increase the percentage of PK students who are Proficient on Rapid Vocabulary testing in English from 23% to 70% and Early Writing Skills testing in Spanish from 73% to 85% by May 2027.

Evaluation Data Source: Circle Assessment

Strategy 1

Pre-K teachers will analyze CIRCLE Progress Monitoring, common assessment, and student-work data after each assessment window to identify priority skills, regroup students, and plan targeted small-group instruction.

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

Staff Responsible for Monitoring: Stacey Brunswick - Academic Specialist

Problem Statements: Student Learning 9

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
9	English-assessed Pre-K students are not consistently developing the vocabulary needed for kindergarten literacy and comprehension. Only 23% of students were on track in rapid vocabulary, while 77% needed support.	Explicit vocabulary instruction, interactive read-alouds, purposeful student conversation, and repeated use of new vocabulary are not implemented with sufficient frequency and consistency across Pre-K classrooms.

Performance Objective 3

Increase the percentage of grade 3-5 students scoring at MEETS or above on STAAR Reading from 31% to 50% by May 2027.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 28% to 42% by May 2027

Increase the percentage of Economically Disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 30% to 40% by May 2027

Increase the percentage of Continuously Enrolled students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 35% to 50% by May 2027

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

Strategy 1 ☑ Results Driven Accountability

Grade-level teams will conduct scheduled data-driven instruction meetings after common assessments, MAP assessments, and STAAR interim assessments to identify student misconceptions, determine reteach priorities, and adjust small-group instruction.

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

Problem Statements: Demographics 3 - Student Learning 6, 10 - School Processes & Programs 6

Funding Sources: Instructional Aide 199 - General Funds: SCE, $33,376

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will provide daily opportunities for students, including Hispanic, Economically Disadvantaged, and Continuously Enrolled students identified for ATSI, to read, discuss, and respond in writing to grade-level texts using text evidence and content-specific academic vocabulary. Teachers will use disaggregated formative and common-assessment data to adjust instruction for these groups.

Strategy's Expected Result/Impact: By May 2027, STAAR Reading Meets Grade Level performance will increase from 31% to 50% overall, from 28% to 42% for Hispanic students, from 30% to 40% for Economically Disadvantaged students, and from 35% to 50% for Continuously Enrolled students.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal

Problem Statements: Demographics 4 - Student Learning 6, 11 - School Processes & Programs 7

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3 ☑ Results Driven Accountability

The campus instructional leadership team will implement differentiated, job-embedded coaching cycles based on student achievement data, lesson-internalization ratings, classroom observations, and individual teacher needs. Coaching will include co-planning, modeling, observation, feedback, rehearsal, and follow-up support focused on effective implementation of high-quality instructional materials and campus instructional priorities.

Strategy's Expected Result/Impact: Increase meets performance by 20% on STAAR Reading by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: School Processes & Programs 3

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Townsell Elementary is identified for ATSI because 2026 Domain 3 scores for Continuously Enrolled (30), Economically Disadvantaged (38), and Hispanic students (38) were below the state cut point of 56, demonstrating a need for targeted instruction, intervention, and progress monitoring.	Campus systems have not yet ensured that consistently enrolled, economically disadvantaged, and Hispanic students receive sufficiently differentiated Tier 1 instruction, timely intervention, and frequent standards-aligned progress monitoring. Inconsistent use of assessment data and instructional response has contributed to persistent performance gaps for these student groups.
4	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Student achievement at Meets Grade Level or above remains below campus expectations across all STAAR-tested subjects. In 2025-26, 31% of students achieved Meets Grade Level or above in Reading, 31% in Mathematics, and 28% in Science.	Tier 1 instruction does not consistently provide the level of rigor, explicit modeling, academic discourse, guided practice, and independent application necessary for students to master grade-level standards.
10	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.
11	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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
6	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.
7	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

Performance Objective 4 ☑ HB3 Goal

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/Spanish combined) from 42% to 70% by May 2027.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) who meet Reading MAP Growth from 39% to 70% by May 2027.

Evaluation Data Source: NWEA MAP Assessment

Strategy 1 ☑ Results Driven Accountability

Teachers will explicitly model grade-level reading comprehension strategies through think-alouds and then gradually release the cognitive work to students through guided and independent practice.

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

Problem Statements: Student Learning 13 - School Processes & Programs 2, 3

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Hispanic, Economically Disadvantaged, and Continuously Enrolled students who do not demonstrate mastery or sufficient reading growth will receive timely, targeted reteaching or intervention followed by reassessment and progress monitoring.

Strategy's Expected Result/Impact: By May 2027, the percentage of K-5 students meeting or exceeding Reading MAP growth will increase from 42% to 70%, and Hispanic student growth will increase from 39% to 70%. Economically Disadvantaged and Continuously Enrolled students will demonstrate accelerated progress toward the campus growth target.

Staff Responsible for Monitoring: Deborah Darwin - Reading Interventionist

Problem Statements: Demographics 5 - Student Learning 3, 10, 14 - School Processes & Programs 6, 8

Funding Sources: Reading Intervention Specialist 211 - Title I-A, $77,500

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Reading growth remains below expectations for the three ATSI groups: only 39.46% of Hispanic students, 41.31% of Economically Disadvantaged students, and 49.46% of Continuously Enrolled students met their MAP Reading growth projections. These results reinforce the Domain 3 academic achievement and growth concerns that contributed to ATSI identification.	Campus systems for using MAP and formative assessment data to differentiate Tier 1 reading instruction, provide targeted intervention, and monitor the progress of ATSI student groups have not been implemented consistently across grade levels.

Performance Objective 4 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.
10	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.
13	Only 43% of K-5 students met their Fall-to-Spring English Reading growth projections, compared with 58% in Math. Reading growth was particularly low in Kindergarten through Grade 2, where only 30%-33% of students met English Reading growth projections.	Campus systems for using MAP data to plan differentiated reading instruction, provide targeted intervention, and monitor student response are not yet implemented consistently across grade levels.
14	Reading growth remains below expectations for the three ATSI groups: only 39.46% of Hispanic students, 41.31% of Economically Disadvantaged students, and 49.46% of Continuously Enrolled students met their MAP Reading growth projections. These results reinforce the Domain 3 academic achievement and growth concerns that contributed to ATSI identification.	Campus systems for using MAP and formative assessment data to differentiate Tier 1 reading instruction, provide targeted intervention, and monitor the progress of ATSI student groups have not been implemented consistently across grade levels.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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
6	Assessment data are reviewed during PLTs, but the analysis does not consistently result in timely instructional adjustments, targeted reteaching, or differentiated small-group instruction.	Campus teams lack a consistently implemented data-driven instruction protocol with clear expectations for identifying misconceptions, planning responses, monitoring progress, and evaluating the effectiveness of interventions.
8	Reading growth remains below expectations for the three ATSI groups: only 39.46% of Hispanic students, 41.31% of Economically Disadvantaged students, and 49.46% of Continuously Enrolled students met their MAP Reading growth projections. These results reinforce the Domain 3 academic achievement and growth concerns that contributed to ATSI identification.	Campus systems for using MAP and formative assessment data to differentiate Tier 1 reading instruction, provide targeted intervention, and monitor the progress of ATSI student groups have not been implemented consistently across grade levels.

Performance Objective 5

Increase the percentage of grades 3-5 students scoring at MEETS or above on STAAR Math from 31% to 50% by May 2027.

Increase the percentage of African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 22% to 45% by May 2027.

Increase the percentage of Hispanic students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 31% to 50% by May 2027.

Increase the percentage of Economically Disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 31% to 50% by May 2027.

Increase the percentage of Continuously Enrolled students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 34% to 53% by May 2027.

Evaluation Data Source: STAAR Math Assessment

Strategy 1 ☑ Results Driven Accountability

Teachers will explicitly model grade-level mathematical reasoning through think-alouds, visual representations, precise academic vocabulary, and connections to prior learning before releasing the work to students.

Strategy's Expected Result/Impact: Students will improve math 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: Mary Coleman - Assistant Principal

Problem Statements: Student Learning 6

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Students, including Hispanic, Economically Disadvantaged, and Continuously Enrolled students identified for ATSI, will engage daily in purposeful mathematical discourse by explaining strategies, justifying answers, comparing representations, and responding to the reasoning of others.

Strategy's Expected Result/Impact: By May 2027, STAAR Math Meets Grade Level performance will increase from 31% to 50% overall, from 31% to 50% for Hispanic students, from 31% to 50% for Economically Disadvantaged students, and from 34% to 53% for Continuously Enrolled students.

Staff Responsible for Monitoring: Mary Coleman - Assistant Principal

Problem Statements: Demographics 4 - Student Learning 6, 11 - School Processes & Programs 7

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Results Driven Accountability

The campus instructional leadership team will implement differentiated, job-embedded coaching cycles based on student achievement data, lesson-internalization ratings, classroom observations, and individual teacher needs. Coaching will include co-planning, modeling, observation, feedback, rehearsal, and follow-up support focused on effective implementation of high-quality instructional materials and campus instructional priorities.

Strategy's Expected Result/Impact: By May 2027, job-embedded coaching will strengthen implementation of rigorous mathematics instruction and contribute to an increase in STAAR Math Meets Grade Level performance from 31% to 50%.

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: School Processes & Programs 3

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Student achievement at Meets Grade Level or above remains below campus expectations across all STAAR-tested subjects. In 2025-26, 31% of students achieved Meets Grade Level or above in Reading, 31% in Mathematics, and 28% in Science.	Tier 1 instruction does not consistently provide the level of rigor, explicit modeling, academic discourse, guided practice, and independent application necessary for students to master grade-level standards.
11	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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
7	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

Performance Objective 6

Increase the percentage of Kinder - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 58% to 70% by May 2027.

Increase the percentage of Special Education students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 40% to 55% by May 2027

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 2027

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: Stacey Brunswick - Academic Specialist

Problem Statements: Student Learning 2

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

During weekly PLTs, grade-level teams will analyze exit tickets, module assessments, MAP data, and common assessments by student group. Teams will plan and monitor targeted reteaching, intervention, and extension for Hispanic, Economically Disadvantaged, and Continuously Enrolled students identified for ATSI.

Strategy's Expected Result/Impact: By May 2027, the percentage of K-5 students meeting or exceeding Math MAP growth will increase from 58% to 70%. Hispanic students will increase from 56% to 70%, while Economically Disadvantaged and Continuously Enrolled students will demonstrate accelerated progress toward the campus growth target.

Staff Responsible for Monitoring: Stacey Brunswick - Academic Specialist

Problem Statements: Demographics 4 - Student Learning 3, 11 - School Processes & Programs 7

Funding Sources: Instructional Aide 211 - Title I-A, $28,500

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

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.
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.
11	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	Hispanic, Economically Disadvantaged, and Continuously Enrolled students earned 2026 Domain 3 scaled scores of 38, 38, and 30, respectively, below the ATS cut point of 56, due to gaps across academic achievement, growth, and Student Success indicators.	Campus systems for delivering differentiated Tier 1 instruction, timely intervention, and frequent progress monitoring have not been implemented consistently enough to address the needs of the identified ATSI groups.

Performance Objective 7

Increase the percentage of grade 5 students scoring at MEETS or above on STAAR Science from 28% to 50% by May 2027.

Increase the percentage of Economically Disadvantaged students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) scoring at meets or above from 22% to 50% by May 2027.

Evaluation Data Source: STAAR Science Assessment

Strategy 1 ☑ Results Driven Accountability

Students will routinely analyze data, explain scientific reasoning, and write evidence-based responses using the claim-evidence-reasoning structure.

Strategy's Expected Result/Impact: Increase scores on science district common assessment, state assessments, and MAP by at least 30%

Staff Responsible for Monitoring: Mary Coleman - Assistant Principal

Problem Statements: Student Learning 7

TEA Priorities: Improve low-performing schools

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Strategy 2 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will use formative and common-assessment data to provide targeted science reteaching and spiral previously taught standards, with specific progress monitoring for Economically Disadvantaged students identified for ATSI.

Strategy's Expected Result/Impact: Increase scores on science district common assessment, state assessments, and MAP by at least 30%

Staff Responsible for Monitoring: Mary Coleman - Assistant Principal

Problem Statements: Student Learning 7

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Strategy 3 ☑ Results Driven Accountability

The campus instructional leadership team will implement differentiated, job-embedded coaching cycles based on student achievement data, lesson-internalization ratings, classroom observations, and individual teacher needs. Coaching will include co-planning, modeling, observation, feedback, rehearsal, and follow-up support focused on effective implementation of high-quality instructional materials and campus instructional priorities.

Strategy's Expected Result/Impact: By May 2027, job-embedded coaching will strengthen implementation of standards-aligned science instruction and contribute to an increase in Grade 5 STAAR Science Meets Grade Level performance from 28% to 50%.

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: School Processes & Programs 3

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Science was the lowest-performing STAAR subject, with only 28% of students achieving Meets Grade Level or above.	Science instruction does not consistently integrate conceptual understanding, academic vocabulary, hands-on investigation, written response, and application of content in STAAR-aligned tasks.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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

Performance Objective 8

Increase the percentage of students who increase their TELPAS composite score by 1 level from 42% to 50% by May 2027.

Evaluation Data Source: TELPAS Assessment

Strategy 1 ☑ Results Driven Accountability

Emergent bilingual students will receive language supports aligned to their TELPAS proficiency levels, including structured discourse, sentence supports, vocabulary development, and opportunities to listen, speak, read, and write during daily instruction.

Strategy's Expected Result/Impact: By May 2027, the percentage of Emergent Bilingual students increasing their TELPAS composite rating by at least one proficiency level will increase from 42% to 50%.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal

Problem Statements: Student Learning 8

TEA Priorities: Improve low-performing schools

Formative Reviews

November	February	April	June

Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
8	Emergent bilingual students are not developing English proficiency at a rate sufficient to independently access and demonstrate mastery of grade-level content. Overall TELPAS proficiency was 42% in 2025-26.	Content and language objectives, structured student discourse, linguistic accommodations, and explicit academic-vocabulary instruction are not implemented consistently across classrooms and 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

By May 2027, Townsell Elementary will decrease the percentage of students who are chronically absent from 15.4% to 6% and decrease chronic absenteeism among Hispanic students from 17% to 7%.

Evaluation Data Source: Kinvolved Absence Reports, Decision Ed Attendance Reports

Strategy 1

The campus will implement a tiered attendance intervention process:
- Tier 1: Campuswide communication, attendance education, recognition, and family reminders.
- Tier 2: Personalized outreach, attendance conferences, student goal-setting, and individualized attendance plans.
- Tier 3: Intensive case management, home visits, district attendance support, and connections to community resources.
Student progress will be reviewed at least every three weeks, and interventions will be adjusted based on attendance data.

Strategy's Expected Result/Impact: By May 2027, the campus chronic-absenteeism rate will decrease from 15.4% to 6%, and the rate for Hispanic students will decrease from 17% to 7%.

Staff Responsible for Monitoring: Vanessa Duckett - Counselor

Problem Statements: Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Some Progress

November	February	April	June

Strategy 2

Students identified for Tier 2 or Tier 3 attendance support will establish short-term attendance goals and participate in weekly check-ins with an assigned campus mentor. Mentors will monitor attendance, recognize improvement, identify emerging barriers, communicate concerns to the attendance team, and connect students and families with appropriate campus supports.

Strategy's Expected Result/Impact: At least 80% of students receiving Tier 2 or Tier 3 mentoring will demonstrate improved attendance during each progress-monitoring cycle, contributing to the reduction of chronic absenteeism from 15.4% to 6% overall and from 17% to 7% among Hispanic students by May 2027.

Staff Responsible for Monitoring: Michelle Grady, Counselor

Problem Statements: Perceptions 2

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Although the 2025-26 attendance rate increased to 94.8%, chronic absenteeism affected 15.4% of all students and 17% of Hispanic students, limiting consistent access to instruction.	The campus early-warning, family communication, and tiered intervention process has not been implemented consistently enough to identify attendance concerns promptly, document outreach, assign targeted interventions, and monitor whether student attendance improves.

Performance Objective 2

By May 2027, Townsell Elementary will decrease the percentage of ISS and OSS consequences involving African American students from 39.8% to 20% and decrease the number of disciplinary infractions involving African American students from 225 to 113.

Evaluation Data Source: eSchool discipline reports and DecisionEd discipline reports, disaggregated by student group, referral type, consequence, grade, location, behavior, and staff member.

Strategy 1 ☑ Results Driven Accountability

Campus leadership will provide ongoing training, modeling, and coaching in proactive classroom management, de-escalation, restorative responses, relationship-building, and culturally responsive discipline practices. Implementation will be monitored through classroom walkthroughs, coaching records, and monthly discipline-data reviews.

Strategy's Expected Result/Impact: By May 2027, the percentage of ISS/OSS consequences involving African American students will decrease from 39.8% to 20%, and disciplinary infractions involving African American students will decrease from 225 to 113.

Staff Responsible for Monitoring: Pamela McCray - Assistant Principal

Problem Statements: Perceptions 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2 ☑ Results Driven Accountability

The campus behavior team will review discipline data monthly by student group, infraction type, consequence, grade level, location, time, and referring staff member. The team will identify disproportionate patterns, assign targeted interventions or coaching, and review progress during the next monthly data cycle.

Strategy's Expected Result/Impact: Monthly data review and targeted intervention will contribute to reducing African American ISS/OSS representation from 39.8% to 20% and disciplinary infractions from 225 to 113 by May 2027.

Staff Responsible for Monitoring: Mary Coleman - Assistant Principal

Problem Statements: Perceptions 4

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	African American students experienced 225 disciplinary infractions during 2025-26, resulting in 19 out-of-school suspensions and 16 in-school suspensions. Their disproportionate representation in exclusionary discipline demonstrates a need for more consistent preventive and restorative behavior supports.	Campus expectations and practices related to proactive classroom management, early behavior intervention, de-escalation, restorative responses, and culturally responsive discipline have not been implemented or monitored consistently across classrooms and settings.

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

Performance Objective 1

By May 2027, Townsell Elementary will conduct at least one parent or family involvement activity each month from September 2026 through May 2027. Each activity will provide families with information, resources, or opportunities to participate in their children's academic, behavioral, attendance, or social-emotional success. The campus will achieve an average participation of at least 25 families per activity and engage at least 30% of campus families in one or more activities during the school year.

Evaluation Data Source: Parent Liaison activity calendar, agendas, flyers, sign-in sheets, participation logs, family feedback forms, Title I documentation, and family survey data.

Strategy 1

The Title I-funded Parent Liaison will develop, publish, and implement a monthly family-engagement calendar that includes at least one parent involvement activity each month. Activities may include academic workshops, attendance sessions, literacy or mathematics nights, student-led conferences, parent leadership meetings, behavior-support sessions, and opportunities for families to learn about campus programs and resources. Information will be communicated in families' preferred languages through multiple communication methods.

Strategy's Expected Result/Impact: Townsell will offer at least nine parent involvement activities between September 2026 and May 2027, with an average attendance of at least 25 families per activity.

Staff Responsible for Monitoring: Deyanira Valdez - Parent Liaison

Problem Statements: Perceptions 5

Funding Sources: Parent Liaison 211 - Title I-A, $31,360

Title I: 2.5.3

Formative Reviews

November	February	April	June

Strategy 2

The Parent Liaison will maintain family participation records, conduct personalized outreach to underrepresented families, collect feedback following activities, and review participation data quarterly. Activity schedules, topics, communication methods, and supports will be adjusted based on family attendance, preferred language, feedback, and identified campus needs.

Strategy's Expected Result/Impact: By May 2027, at least 30% of Townsell families will participate in one or more documented family-engagement activities. Family survey participation will also increase from 21 responses to at least 75 responses.

Staff Responsible for Monitoring: Deyanira Valdez - Parent Liaison

Problem Statements: Perceptions 5

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	Only 21 families completed the Spring 2026 Family Survey, and current participation data indicate that parent and community involvement is not yet broad enough to consistently represent the perspectives and needs of the campus population.	The campus does not yet have a consistently implemented monthly family-engagement calendar, centralized participation-monitoring system, or differentiated outreach process designed to reach families through multiple formats, languages, times, and communication methods.

Performance Objective 2

By May 2027, Townsell will increase the School Climate score from 45% to at least 55% and improve family perceptions of School Climate and School Safety to at least the 50th national percentile.

Strategy 1

The campus will increase opportunities to recognize students, staff, and families for positive behavior, attendance, academic effort, collaboration, and contributions to the school community. Recognition will be used to strengthen pride, belonging, and positive relationships.

Strategy's Expected Result/Impact: Students and families will report an increased sense of safety, belonging, trust, and connection to the Townsell school community, resulting in the School Climate score increasing from 45% to at least 55% and family perceptions of School Climate and School Safety reaching at least the 50th national percentile by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: Perceptions 5

Title I: 2.5.1, 2.5.3

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	Only 21 families completed the Spring 2026 Family Survey, and current participation data indicate that parent and community involvement is not yet broad enough to consistently represent the perspectives and needs of the campus population.	The campus does not yet have a consistently implemented monthly family-engagement calendar, centralized participation-monitoring system, or differentiated outreach process designed to reach families through multiple formats, languages, times, and communication methods.

Performance Objective 3

By May 2027, Townsell will improve staff well-being by implementing consistent recognition, workload-support, staff-input, and wellness systems, resulting in at least an 8-percentage-point increase in favorable staff responses and movement from the 10th to at least the 30th national percentile for teacher well-being.

Evaluation Data Source: Panorama Survey results

Strategy 1

The campus will administer brief staff well-being pulse surveys at least once each grading period to monitor workload, morale, psychological safety, recognition, support, and access to resources. Leadership will share major findings and communicate the actions taken in response.

Strategy's Expected Result/Impact: Improve staff wellness rating by 20% on the annual culture and climate survey by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Strategy 2

The campus will implement a consistent recognition system that celebrates staff contributions, instructional growth, teamwork, attendance, and demonstration of campus values. Recognition will include formal and informal opportunities and will represent all staff roles.

Strategy's Expected Result/Impact: Improve staff wellness rating by 20% on the annual culture and climate survey by May 2027.

Staff Responsible for Monitoring: Amber Brooks - Principal

Problem Statements: School Processes & Programs 3 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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

Performance Objective 3 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.

Goal Tables

RDA Strategies

Goal	Objective	Strategy	Description
1	3	1	Grade-level teams will conduct scheduled data-driven instruction meetings after common assessments, MAP assessments, and STAAR interim assessments to identify student misconceptions, determine reteach priorities, and adjust small-group instruction.
1	3	2	Teachers will provide daily opportunities for students, including Hispanic, Economically Disadvantaged, and Continuously Enrolled students identified for ATSI, to read, discuss, and respond in writing to grade-level texts using text evidence and content-specific academic vocabulary. Teachers will use disaggregated formative and common-assessment data to adjust instruction for these groups.
1	3	3	The campus instructional leadership team will implement differentiated, job-embedded coaching cycles based on student achievement data, lesson-internalization ratings, classroom observations, and individual teacher needs. Coaching will include co-planning, modeling, observation, feedback, rehearsal, and follow-up support focused on effective implementation of high-quality instructional materials and campus instructional priorities.
1	4	1	Teachers will explicitly model grade-level reading comprehension strategies through think-alouds and then gradually release the cognitive work to students through guided and independent practice.
1	4	2	Hispanic, Economically Disadvantaged, and Continuously Enrolled students who do not demonstrate mastery or sufficient reading growth will receive timely, targeted reteaching or intervention followed by reassessment and progress monitoring.
1	5	1	Teachers will explicitly model grade-level mathematical reasoning through think-alouds, visual representations, precise academic vocabulary, and connections to prior learning before releasing the work to students.
1	5	2	Students, including Hispanic, Economically Disadvantaged, and Continuously Enrolled students identified for ATSI, will engage daily in purposeful mathematical discourse by explaining strategies, justifying answers, comparing representations, and responding to the reasoning of others.
1	5	3	The campus instructional leadership team will implement differentiated, job-embedded coaching cycles based on student achievement data, lesson-internalization ratings, classroom observations, and individual teacher needs. Coaching will include co-planning, modeling, observation, feedback, rehearsal, and follow-up support focused on effective implementation of high-quality instructional materials and campus instructional priorities.
1	6	1	Teachers will utilize the Read-Draw-Write approach in their daily lessons when students are applying the concepts they have learned to math problems.
1	6	2	During weekly PLTs, grade-level teams will analyze exit tickets, module assessments, MAP data, and common assessments by student group. Teams will plan and monitor targeted reteaching, intervention, and extension for Hispanic, Economically Disadvantaged, and Continuously Enrolled students identified for ATSI.
1	7	1	Students will routinely analyze data, explain scientific reasoning, and write evidence-based responses using the claim-evidence-reasoning structure.
1	7	2	Teachers will use formative and common-assessment data to provide targeted science reteaching and spiral previously taught standards, with specific progress monitoring for Economically Disadvantaged students identified for ATSI.

Goal	Objective	Strategy	Description
1	7	3	The campus instructional leadership team will implement differentiated, job-embedded coaching cycles based on student achievement data, lesson-internalization ratings, classroom observations, and individual teacher needs. Coaching will include co-planning, modeling, observation, feedback, rehearsal, and follow-up support focused on effective implementation of high-quality instructional materials and campus instructional priorities.
1	8	1	Emergent bilingual students will receive language supports aligned to their TELPAS proficiency levels, including structured discourse, sentence supports, vocabulary development, and opportunities to listen, speak, read, and write during daily instruction.
2	2	1	Campus leadership will provide ongoing training, modeling, and coaching in proactive classroom management, de-escalation, restorative responses, relationship-building, and culturally responsive discipline practices. Implementation will be monitored through classroom walkthroughs, coaching records, and monthly discipline-data reviews.
2	2	2	The campus behavior team will review discipline data monthly by student group, infraction type, consequence, grade level, location, time, and referring staff member. The team will identify disproportionate patterns, assign targeted interventions or coaching, and review progress during the next monthly data cycle.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	2	Teachers will provide daily opportunities for students, including Hispanic, Economically Disadvantaged, and Continuously Enrolled students identified for ATSI, to read, discuss, and respond in writing to grade-level texts using text evidence and content-specific academic vocabulary. Teachers will use disaggregated formative and common-assessment data to adjust instruction for these groups.
1	4	2	Hispanic, Economically Disadvantaged, and Continuously Enrolled students who do not demonstrate mastery or sufficient reading growth will receive timely, targeted reteaching or intervention followed by reassessment and progress monitoring.
1	5	2	Students, including Hispanic, Economically Disadvantaged, and Continuously Enrolled students identified for ATSI, will engage daily in purposeful mathematical discourse by explaining strategies, justifying answers, comparing representations, and responding to the reasoning of others.
1	6	2	During weekly PLTs, grade-level teams will analyze exit tickets, module assessments, MAP data, and common assessments by student group. Teams will plan and monitor targeted reteaching, intervention, and extension for Hispanic, Economically Disadvantaged, and Continuously Enrolled students identified for ATSI.
1	7	2	Teachers will use formative and common-assessment data to provide targeted science reteaching and spiral previously taught standards, with specific progress monitoring for Economically Disadvantaged students identified for ATSI.

State Compensatory Education

State Compensatory

Budget for Townsell Elementary School

Total SCE Funds: $33,376.00

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	Intructional 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 conducted its Comprehensive Needs Assessment from May through September 2026 using a collaborative, data-driven process. The campus began with a schoolwide data presentation on August 17, 2026, to review the 2026 accountability rating, STAAR performance, student growth, and identified student-group needs. Staff continued the analysis during the September 9, 2026 faculty meeting, grade-level PLTs, and instructional leadership team meetings.

Stakeholders were selected to represent the campus community and included the principal, assistant principals, academic specialist, interventionists, counselors, classroom teachers, special-program representatives, paraprofessionals, parents, community members, and business representatives. Teacher representatives included multiple grade levels, content areas, and specialized programs such as bilingual/ESL, special education, gifted and talented, and enrichment.

The committee examined the four required CNA areas:

- Demographics
- Student Learning
- School Processes and Programs
- Perceptions

Data sources included STAAR, MAP Growth, CIRCLE Pre-K, TELPAS, district and campus common assessments, attendance, chronic absenteeism, discipline, student enrollment and mobility, program participation, walkthrough and coaching data, lesson-internalization data, T-TESS trends, climate surveys, family surveys, staff surveys, and stakeholder feedback.

Data were selected based on their relevance to campus goals, federal and state accountability requirements, longitudinal trends, student-group performance, and the degree to which they helped identify gaps between current and desired outcomes. Stakeholders used data analysis and the 5 Whys protocol to develop problem statements, identify root causes, prioritize needs, and recommend strategies.

1.2 Location for Evidence of Multiple Meetings Held

Multiple opportunities were offered for stakeholders to participate in the CNA and CIP process. These included the May 27, 2026 EOY Data Analysis meeting, August 17, 2026 campus data presentation, the September 9, 2026 faculty data review, grade-level PLTs, instructional leadership team meetings, Campus Improvement Committee meetings.

Meeting opportunities were communicated through email, campus newsletters, calendar invitations, parent communication platforms, and direct invitations to committee members. When stakeholders could not attend a scheduled meeting, they were provided opportunities to review materials and submit feedback through electronic surveys, email, grade-level representatives, or follow-up meetings.

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

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

Townsell used the following timeline to develop the 2026–27 Schoolwide Plan/Campus Improvement Plan:

- **June 2026:** Campus leadership reviewed preliminary accountability, STAAR, MAP, TELPAS, CIRCLE, attendance, behavior, and program data.
- **August 17, 2026:** Staff participated in a campus data presentation to examine the current accountability status, student achievement, student-group performance, and priority areas.
- **August–September 2026:** Grade-level PLTs and the instructional leadership team examined additional student-learning and instructional-implementation data.
- **September 9, 2026:** Staff reviewed campus trends, MAP data, STAAR goals, attendance, behavior, and classroom-observation data.
- **September 2026:** Stakeholders reviewed the four CNA areas and participated in problem identification and root-cause analysis.
- **September 2026:** Campus leadership drafted and revised the CIP based on stakeholder feedback.
- **Throughout 2026–27:** The campus will conduct formative reviews at least quarterly and a summative review at the end of the school year.

Evidence location: 2026–27 CIP Evidence folder and campus Title I/CIP binder, including meeting agendas, minutes, sign-in sheets, data presentations, surveys, committee feedback, and plan drafts.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included through representation on the Campus Improvement Committee and through additional opportunities to review data and provide feedback. Committee membership reflects required stakeholder groups and includes campus administrators, teachers, non-teaching staff, parents, community members, and business representatives.

Staff contribute through faculty meetings, PLTs, instructional leadership meetings, surveys, data-analysis activities, and root-cause discussions. Families and community members contribute through Campus Improvement Committee meetings, surveys, family meetings, parent conferences, listening sessions, and direct communication with campus leadership.

Stakeholders review campus data, identify strengths and needs, examine possible root causes, prioritize problems, and provide feedback on goals, strategies, resources, and evaluation measures. Feedback may be submitted verbally during meetings, in writing, through electronic surveys, or by email. Campus leadership reviews the feedback, documents recommended changes, and revises the plan as appropriate.

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

The approved Campus Improvement Plan is submitted through Plan4Learning, making it available to authorized district staff for review and monitoring. The plan is also posted on the Townsell Elementary or Irving ISD website and is available to parents and community members upon request.

The campus provides the plan in an understandable and accessible format. A summary of the plan's goals, performance objectives, and major strategies is shared with staff and families through meetings and campus communication platforms. Translation or interpretation is provided in Spanish and other languages when needed. Individuals who need assistance accessing or understanding the plan may contact the campus principal or parent liaison. A printed copy is maintained in the campus front office.

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

Townsell's Schoolwide Plan is developed in coordination with federal, state, district, and local programs to ensure that resources are aligned with identified student and family needs. Title I, Part A resources support supplemental instruction, intervention, professional learning, family engagement, instructional materials, and campus improvement activities. State

Compensatory Education resources support students identified as at risk of dropping out or not meeting academic standards.

The plan is coordinated with bilingual and ESL services, special education, Section 504, dyslexia, gifted and talented, counseling, PBIS, MTSS, Academy 4, Project PASS/McKinney-Vento services, nutrition services, health services, Pre-K programming, and district curriculum and professional-learning supports. The campus also coordinates with community organizations and local agencies to address mentoring, mental health, food, clothing, housing instability, attendance, safety, and other barriers to learning.

As a campus identified for improvement, Townsell aligns its Title I Schoolwide Plan with district and state accountability requirements, targeted student-group supports, HQIM implementation, instructional coaching, data-driven instruction, and progress-monitoring expectations. Funding sources are coordinated to prevent duplication and ensure that services supplement the campus's core instructional program.

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation used to evaluate program effectiveness is maintained in Plan4Learning and in the campus's 2026–27 CIP evidence folder and Title I/CIP binder. Evidence includes assessment reports, data-meeting agendas, sign-in sheets, meeting minutes, walkthrough and coaching data, implementation records, surveys, expenditure documentation, student work, intervention records, and progress-monitoring reports.

Campus leadership and the Campus Improvement Committee will evaluate program effectiveness through quarterly formative reviews and an annual summative review. During formative reviews, the campus will examine:

- Progress toward each performance objective
- Evidence that strategies were implemented as intended
- STAAR, MAP, TELPAS, CIRCLE, common assessment, and formative assessment data
- Attendance and chronic-absenteeism data
- Discipline and behavior data
- Walkthrough, coaching, and lesson-internalization data
- Staff, student, and family perception data
- Participation and outcome data for intervention, tutoring, professional learning, family engagement, and other funded programs
- Expenditures and use of federal, state, and local resources

Formative Review notes will document implementation status, evidence reviewed, findings, barriers, and required adjustments. At the end of the year, the campus will complete the Summative Review in Plan4Learning to determine whether each performance objective was met and whether each strategy was effective.

The annual evaluation of the Title I Schoolwide program will be incorporated into the following year's CNA process. Strategies found to be effective will be continued or expanded, while ineffective or inconsistently implemented strategies will be revised, replaced, or discontinued.

Title I Personnel

Name	Position	Program	FTE
Deborah Darwin	2-5 Reading Interventionist	Instructional	1
Deyanira Valdez	Parent Liaison	Family Engagement	1
Josh Golightly	General Instructional Aide	Instructional	1

Funding Summary

Funding Summary

199 - General Funds: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Aide	--	$33,376.00
				Sub-Total	$33,376.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Reading Intervention Specialist	--	$77,500.00
1	6	2	Instructional Aide	--	$28,500.00
3	1	1	Parent Liaison	--	$31,360.00
				Sub-Total	$137,360.00