Irving Independent School District

Townley Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

Torchlighters will shine brighter one day at a time.

Value Statement

We value:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Townley is a Title -1 campus that is with a one-way bilingual program where 40% of the 648 students are participating in the bilingual program. The demographics for the 2022-2023 school year include: 86% Economically Disadvantaged, 74% At-risk, 48% LEP, 4.35% African American, 84.76% Hispanic, 7.93% White, 0.31% Am Indian/ Alaskan Native, 2.94% Asian, 0.47% Hawaiian /Other Pacific Islander, and 0.62% Two or More. Student enrollment by program: Bilingual/ESL 79%, Gifted and Talented 12%, Special Education 10% included students receiving speech services, resource services, inclusion services, and LIFE skills.
- Attendance for the 2022-23 School Year averaged to the around 94%. This is well below the district's goal of 97%. To help improve attendance, the campus has created a team to create incentives for students each six weeks (the Great 98), but then transitioned to a continuous tracking system of classrooms who have all students present. When a class has 17 days of everyone present, the class receives an award/treat.
- The campus has had an increase of student behaviors that required additional supports. Townley has implemented Capturing Kids' Hearts to help support the needs of the students in the 22-23 school year. The number of core content classroom referrals has decreased from the 21-22 school year.
- 92% of Townley teachers are currently state certified. The other 8% are in the process of gaining their certification through an alternative certification process. The teacher retention rate for Townley dropped from an 80% to 64%.
- Parent Involvement and volunteering has been limited to Townley being a closed campus due to COVID safety protocols in the 21-22 school year, but through opportunities like All Pro Dad, Book Fairs, PTA, Career Day, and Parenting Classes, the number of campus volunteers are starting to climb. For the 23-24 school year, parent have been invited to students for lunches starting the 2nd six weeks. Additional parent classes, like coffee with counselors, Officer Becerra, and additional parent resources are being provided for the 23-24 school year as well as opportunities to volunteer on campus.
- Parents and staff have been given opportunities to provide feedback including Capturing Kids' Heart implementation for the 22-23 school year, campus strengths and areas to target, as well as safety concerns. Families provided feedback on revising the vision statement for the campus. Also, All Pro Dad has been changed from the evening meetings to a morning meeting based on input from family feedback.

Demographics Strengths

1. The Townley Torchlighter community is involved and participates at all campus events which includes: All Pro Dads; Parent-Teacher Association; Math & Science Night; Literacy Night; Campus Improvement Committee; Open House.
2. Townley's PTA has tripled in size from the 21-22 school year. PTA for the 23-24 school year is supported by parents as officers vs in the past more staff members took on these roles.
3. The number of referrals from core content classrooms have decreased from last year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Discipline referrals have increased in the specials' classes (art, music, PE). **Root Cause:** Teachers in core contents have been using Capturing Kids' Hearts practices to support students in the classroom. Students are not connecting their homeroom rules and social contract to the rules of a specials' classroom.

Problem Statement 2: Discipline referrals have increased in classrooms, core content and specials classes, with PreK and kinder students. **Root Cause:** Students in the younger grade levels need more practice with practicing classroom routines and procedures. Directions need to be explicit and practiced multiple times.

Problem Statement 3: Student attendance and late arrivals have increased in from 22-23. There was a decline in attendance from 95% to 93 last year. **Root Cause:** Students are arriving late to campus more than in previous years. Counselors are working on identifying students and creating an incentive system for this targeted group.

Student Learning

Student Learning Summary

STAAR data from Spring of 2023, Domain I for student achievement, Townley was a scaled score of 59. School Progress, Part A was a scaled score of 57, and Part B was a scaled score of 63. Domain III, Closing the Gaps had a scaled score of 38.

MAP Reading data shows students 3-5 are hovering around the 50% mark for students performing at average or above. Looking at specific cohorts and their performance levels for middle of year MAP Reading Data is shown in the table labeled 3-5 MAP Reading.

MAP Math data shows students in K-5 performing around 50% mark for students performing at average or above.

Specifically looking at students in 2nd-5th grade the levels of approaches or higher, meets or higher and masters is shown in the table labeled 2-5 MAP Math.

TELPAS scores in Spring of 2023

Looking at the Overall Composite Scores by Years in U.S. Schools for Townley in the 22-23 school year, our students performed as shown in the table below.

	Beginning	Intermediate	Advanced	Advanced High
Total of students (233)	47	108	59	19
Percentile of students	20%	46%	25%	8%

District common assessments:

Overall, reading continues to be stronger than math for the campus. Reading showed growth from the first assessment to the second. Reading assessments continue to have more spiraled review vs math data is over new TEKS and a new unit.

With counseling services, the counselors are supporting students through classroom lessons, small groups, individual sessions and additional opportunities through enrichment time. Student participate in College Week where different activities and information about colleges and careers are showcased. In the spring, a campus Career Day was created to provide additional opportunities to showcase different careers and the importance of school.

Student Learning Strengths

1. Teachers are more aware of the accountability system. Looking at the trends from last year and considering the shift of the cohort, during a team time

session, teachers in grades 3-5 participated in a session on chasing distinctions. If the trends continue and teachers look for students who could possibly shift from meets to masters, there could be an opportunity for a distinction with science and reading.
2. Students in grades 1-3 are making gains in their Math MAP Data and those who are performing at average or above. The progress is slow, but trending in the positive direction.
3. We are growing and closing gaps for each student. Targeted skills are worked on in small groups and through tutoring. We also have intervention time, where teachers and students are mixed based on the need of the student and the strength of the teacher.
4. The EOY 2022 to the MOY 2023 MAP Math, looking at the same cohort, showed positive growth.
5. Students who took BOY MAP in Spanish are making good gains in their learning. Consideration of language of testing is something we need to continue to have since we want to showcase students with their strengths as they are assessed.
6. Growth in students phonics, nonsense words from the end of the 2022 school to middle of 2023. Students are more familiar with nonsense words due to Really Great Reading Pilot Program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students identified to receive Special Education services scored lower than their general education peers on the STAAR Math assessment. **Root Cause:** Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.

Problem Statement 2 (Prioritized): Our economically disadvantaged population is are under-performing. In 2022, only had a 53% pass rate on all STAAR exams. While this is an improvement from the previous year (37%), it still is around half of the students who tested reached the pass rate. **Root Cause:** Vocabulary and comprehension are areas where more students need additional supports. Having the additional teacher led experiences with think alouds and sharing connections are part of the learning process, but students need additional time to process, talk, write and connect their experiences about their learning.

Problem Statement 3 (Prioritized): Academic vocabulary is a challenge for students who are identified as a student with learning disabilities, an English language learner, or economically disadvantaged. **Root Cause:** Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.

Problem Statement 4 (Prioritized): Teachers have to be more specific and intentional with their data analysis and re-teach. **Root Cause:** Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan. They need more supports with differentiating and other instructional strategies.

Problem Statement 5 (Prioritized): Math spiraling has not been as prevalent in the instructional blocks. **Root Cause:** Educators need more supports with differentiating and other instructional strategies. Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.

Problem Statement 6 (Prioritized): The Response to Intervention (RTI) process has not been consistent. **Root Cause:** Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan.

Problem Statement 7 (Prioritized): Teachers needs support understanding how to scaffold math instruction. **Root Cause:** Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development.

School Processes & Programs

School Processes & Programs Summary

Systems Implemented in the 2022-2023 School year and continued for the 23-24 school year:

- A master schedule is established to maximize instruction time. Tier 1 instruction is a protected time where no students can be pulled. An intervention/ enrichment block is established for additional support staff to support teachers and students in the grade level to help close gaps. Weekly data meetings are established for stakeholders to review data and make adjustments to instruction.
- Campus master calendar was created implemented
- Grade level Professional Learning Community/ Collaborative Team Time calendar was created and implemented
- Campus Data Driven Instruction Professional Learning Community calendar was created and implemented.
- After reviewing data on campus/district/state assessments, trends are identified with teacher teams. Based on the data from this year, our professional development will focus on short constructed responses and using the ELPS to target our second language learners.
- Additional feedback has been collected from stakeholders- vision statement, All Pro Dad meetings, campus communication, etc.

School Processes & Programs Strengths

1. Interventions planned out with interventionists to support the needs of students and how to close gaps when teachers are not sure how else to teach a topic or supports/materials to use with students.
2. Guiding coalition and team leads come together to create the master schedule.
3. Teams are making productive progress with the professional learning communities/ collaborative team time. A calendar is created, and more teams are leading the meetings. Teams are using the time coming together to create exemplar exit tickets, dig into the data, discuss additional resources and reteach pieces, and improve Tier 1 instruction.
4. Capturing Kids' Hearts has made a positive impact on campus discipline.
5. With new team members joining Townley, staff felt more supported with implementing CKH, lesson planning, and other aspects of daily duties.
6. Team leads help more crucial conversations with teammates to help work out problems and find solutions.
7. Stakeholders are a collaborative part of decision making process on campus.
8. Processes are in place to review/analyze and respond to data and student/campus instructional needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Vocabulary is a struggle across the contents and grade levels. **Root Cause:** Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.

Problem Statement 2 (Prioritized): Math data trending downward. Need to implement a different plan with building numeracy; spiraling number talks throughout math block and small group, as well as tutoring. **Root Cause:** Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers

have received more training in developing readers than developing mathematicians.

Problem Statement 3: Students need additional differentiation within small group for reading and math instruction. **Root Cause:** Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the students' instructional plan.

Problem Statement 4: Capturing Kids' Hearts is a good program, but it can be overwhelming with searching for additional tools and lessons. Within PreK, there are multiple SEL components added to curriculum. **Root Cause:** Students need more time to process emotions and build a positive classroom community post-pandemic. Teachers need more lessons to help support students before they hit a frustration level.

Problem Statement 5: Students who are taking STAAR Assessments are experiencing challenges with extended constructed responses as reflected in scores. **Root Cause:** Students need more time with keyboarding skills due to the new question formats with STAAR testing. Students need to have embedded typing skills in their learning blocks.

Perceptions

Perceptions Summary

Communication with families was done in various methods including: school messenger, marquee, class dojo (teacher communication), newsletters (campus and teacher/grade level), Townley's campus web page, Snap!Connect, and flyers sent home. We believe in greeting students at the door (including the car door at arrival) every day. We believe in fostering connections with our students and community. Our faculty believes in creating an inclusive environment where we foster engagement, hope, and academic success.

Surveys have been provided to the community for feedback on family needs, Parent engagement surveys, and new opportunities for families to get involved with campus activities through PTA, All Pro Dad, and Campus Improvement Committee. Participation rates are measured through sign-ins from various events.

Personnel turnover was due to staff relocating to different cities, a change in profession, or retirement. Teachers participated in the recruitment process through interviews and supporting new staff with a campus/district mentor program.

Perceptions Strengths

1. The Torchlighter Community takes pride in being a part of Townley Elementary. Townley has multiple generations who attended through the years. "Once a Torchlighter, always a Torchlighter."
2. Students state the Townley Pledge each morning with the announcements. The campus motto is a part of the climate of the building with Torchlighters being recognized for the 3 R's: being respectful, responsible, and ready.
3. PTA has tripled in membership from 21-22 to 22-23. PTA is being run more from parents vs campus staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite the staff being trained on Capturing Kids' Hearts, the number of referrals are currently at 112 which is on pace for having about the same number of referrals as last year. **Root Cause:** Students need more time to process emotions and build a positive classroom community post-pandemic. Teachers need more lessons to help support students before they hit a frustration level.

Problem Statement 2 (Prioritized): Student attendance and late arrivals have increased in from 22-23. There was a decline in attendance from 95% to 93 last year. **Root Cause:** Lack of consequences for late arrivals and excessive absences. Campus tardy practices are not enforced consistently.

Problem Statement 3 (Prioritized): Parents are looking for ways to support students and connect with school but are not sure how since some of the methods of teaching children are different than how they learned it. **Root Cause:** Post Covid, families are ready to get back and connect with campus, but are not sure about how to support students. Learning methods within math specifically have changed from a traditional algorithm to more concrete/ conceptual thinking and being fluid in numeracy skills.

Problem Statement 4: Discipline in the PreK and Kinder classrooms account for 40% of the behavioral referrals for the 22-23 school year. **Root Cause:** Students in the younger grade level have not had as much socialization due to the pandemic. They are now having to learn about sharing and taking turns, plus coping with "big feelings."

Priority Problem Statements

Problem Statement 1: Discipline referrals have increased in the specials' classes (art, music, PE).

Root Cause 1: Teachers in core contents have been using Capturing Kids' Hearts practices to support students in the classroom. Students are not connecting their homeroom rules and social contract to the rules of a specials' classroom.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students identified to receive Special Education services scored lower than their general education peers on the STAAR Math assessment.

Root Cause 2: Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our economically disadvantaged population is are under-performing. In 2022, only had a 53% pass rate on all STAAR exams. While this is an improvement from the previous year (37%), it still is around half of the students who tested reached the pass rate.

Root Cause 3: Vocabulary and comprehension are areas where more students need additional supports. Having the additional teacher led experiences with think alouds and sharing connections are part of the learning process, but students need additional time to process, talk, write and connect their experiences about their learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Academic vocabulary is a challenge for students who are identified as a student with learning disabilities, an English language learner, or economically disadvantaged.

Root Cause 4: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Math data trending downward. Need to implement a different plan with building numeracy; spiraling number talks throughout math block and small group, as well as tutoring.

Root Cause 5: Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Vocabulary is a struggle across the contents and grade levels.

Root Cause 6: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Despite the staff being trained on Capturing Kids' Hearts, the number of referrals are currently at 112 which is on pace for having about the same number of referrals as last year.

Root Cause 7: Students need more time to process emotions and build a positive classroom community post-pandemic. Teachers need more lessons to help support students before they hit a frustration level.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Teachers have to be more specific and intentional with their data analysis and re-teach.

Root Cause 8: Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan. They need more supports with differentiating and other instructional strategies.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Student attendance and late arrivals have increased in from 22-23. There was a decline in attendance from 95% to 93 last year.

Root Cause 9: Lack of consequences for late arrivals and excessive absences. Campus tardy practices are not enforced consistently.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Math spiraling has not been as prevalent in the instructional blocks.

Root Cause 10: Educators need more supports with differentiating and other instructional strategies. Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: The Response to Intervention (RTI) process has not been consistent.

Root Cause 11: Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Teachers needs support understanding how to scaffold math instruction.

Root Cause 12: Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Parents are looking for ways to support students and connect with school but are not sure how since some of the methods of teaching children are different than how they learned it.

Root Cause 13: Post Covid, families are ready to get back and connect with campus, but are not sure about how to support students. Learning methods within math specifically have changed from a traditional algorithm to more concrete/ conceptual thinking and being fluid in numeracy skills.

Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- 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/Spanish combined) Circle indicators by at least 10% by May 2024.Indicators: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, Early Writing skills)

HB3 Goal

Evaluation Data Sources: Circle Assessment, Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Teachers will implement district curriculum and other supplemental resources with fidelity ensuring that students receive strong phonemic and phonological instruction, and track student growth through grade level data tracker. **Strategy's Expected Result/Impact:** Students' reading levels will increase to grade level expectations. **Staff Responsible for Monitoring:** Academic Specialist **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4 **Funding Sources:** phonics support instructional materials - 199 - General Funds, data tracker - 211 - Title I-A	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Campus teachers will implement guided reading daily, including a pre-emergent/emergent reading model. **Strategy's Expected Result/Impact:** Through consistent implementation of small group, guided reading instruction, students will show growth in their reading ability measured after each six-week period. **Staff Responsible for Monitoring:** Teachers and Academic Specialist **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - Perceptions 1 **Funding Sources:** Instructional materials - 199 - General Funds, Academic Specialist Support - 211 - Title I-A	30%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Academic vocabulary is a challenge for students who are identified as a student with learning disabilities, an English language learner, or economically disadvantaged. **Root Cause**: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.
Problem Statement 4: Teachers have to be more specific and intentional with their data analysis and re-teach. **Root Cause**: Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan. They need more supports with differentiating and other instructional strategies.
Perceptions
Problem Statement 1: Despite the staff being trained on Capturing Kids' Hearts, the number of referrals are currently at 112 which is on pace for having about the same number of referrals as last year. **Root Cause**: Students need more time to process emotions and build a positive classroom community post-pandemic. Teachers need more lessons to help support students before they hit a frustration level.

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

Performance Objective 2: Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English/Spanish combined) from 82% to 93% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Teachers will demonstrate fidelity of implementation of district created, fully aligned, curriculum for reading. **Strategy's Expected Result/Impact:** Lessons will provide high levels of engagement and rigor leading to deeper understandings of the phonological awareness. **Staff Responsible for Monitoring:** Classroom teachers, Academic Specialist **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** instructional materials - 199 - General Funds				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Use CIRCLE Progress Monitoring to support and help our PK teachers to quickly assess and focus on lessons that target their students' phonological skills. **Strategy's Expected Result/Impact:** Phonological awareness will increase due to focus/targeted interventions and lessons. **Staff Responsible for Monitoring:** PreK teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** - 199 - General Funds				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Teachers have to be more specific and intentional with their data analysis and re-teach. **Root Cause**: Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan. They need more supports with differentiating and other instructional strategies.
School Processes & Programs
Problem Statement 1: Vocabulary is a struggle across the contents and grade levels. **Root Cause**: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.

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

Performance Objective 3: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 41 % to 56% by May 2024. Increase the percentage of economically disadvantaged students scoring at MEETS or above on STAAR Reading from 37% to 50% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: All teachers will focus on developing academic vocabulary skills in context to facilitate student understanding of academic vocabulary. **Strategy's Expected Result/Impact:** Fostering opportunities for reading will create content connections and increase student vocabulary. **Staff Responsible for Monitoring:** Administrators, Academic Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Instructional materials to support Really Great Reading - 211 - Title I-A	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Our economically disadvantaged population is are under-performing. In 2022, only had a 53% pass rate on all STAAR exams. While this is an improvement from the previous year (37%), it still is around half of the students who tested reached the pass rate. **Root Cause**: Vocabulary and comprehension are areas where more students need additional supports. Having the additional teacher led experiences with think alouds and sharing connections are part of the learning process, but students need additional time to process, talk, write and connect their experiences about their learning.
Problem Statement 3: Academic vocabulary is a challenge for students who are identified as a student with learning disabilities, an English language learner, or economically disadvantaged. **Root Cause**: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.

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

Performance Objective 4: Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Reading MAP Growth (English/ Spanish combined) from 46% to 60% by May 2024.

HB3 Goal

Evaluation Data Sources: Reading MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Use the strategies from Seven Steps to a Language Rich Classroom to support learners in reading, science, and social studies content. **Strategy's Expected Result/Impact:** By using various nonfiction content to focus on language development, students will have opportunities to connect their learning. Learners will engage in speaking and writing in more complex academic vocabulary. **Staff Responsible for Monitoring:** classroom teachers, academic specialist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2, 3, 6 **Funding Sources:** Instructional materials with nonfiction - 199 - General Funds	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Our economically disadvantaged population is are under-performing. In 2022, only had a 53% pass rate on all STAAR exams. While this is an improvement from the previous year (37%), it still is around half of the students who tested reached the pass rate. **Root Cause**: Vocabulary and comprehension are areas where more students need additional supports. Having the additional teacher led experiences with think alouds and sharing connections are part of the learning process, but students need additional time to process, talk, write and connect their experiences about their learning.
Problem Statement 3: Academic vocabulary is a challenge for students who are identified as a student with learning disabilities, an English language learner, or economically disadvantaged. **Root Cause**: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.

Student Learning

Problem Statement 6: The Response to Intervention (RTI) process has not been consistent. **Root Cause**: Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan.

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

Performance Objective 5: Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in English from 36% to 50% by May 2024.
Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed grade level expectations on Reading mClass Growth in Spanish from 61% to 75% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: MClass data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Monolingual teachers will be trained in various professional development sessions to support the growth of readers. Professional development will include: Mclass including the Mclass toolkit, Boost and pulling data from Boost, and supporting students in the dual 1-way model. **Strategy's Expected Result/Impact:** Teachers will have additional insight to student development and how to track student growth. **Staff Responsible for Monitoring:** Academic Specialist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 199 - General Funds	25%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Vocabulary is a struggle across the contents and grade levels. **Root Cause**: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.

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

Performance Objective 6:
Increase the percentage of Kindergarten - Grade 2 students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 46% to 65% by May 2024.

Evaluation Data Sources: Math MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Building numeracy skills through number talks. **Strategy's Expected Result/Impact:** Students will be able to think flexibly about numbers to support solving problems. **Staff Responsible for Monitoring:** Math Interventionist **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Number Talks Books - 211 - Title I-A, Magnetic Base-10 blocks and place value disks - 199 - General Funds: SCE	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Use the strategies from Seven Steps to a Language Rich Classroom to support learners in math content. **Strategy's Expected Result/Impact:** Learners will engage in speaking and writing in more complex academic vocabulary. **Staff Responsible for Monitoring:** Classroom teachers, Academic Specialist **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1 **Funding Sources:** - 211 - Title I-A, - 199 - General Funds	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Our economically disadvantaged population is are under-performing. In 2022, only had a 53% pass rate on all STAAR exams. While this is an improvement from the previous year (37%), it still is around half of the students who tested reached the pass rate. **Root Cause**: Vocabulary and comprehension are areas where more students need additional supports. Having the additional teacher led experiences with think alouds and sharing connections are part of the learning process, but students need additional time to process, talk, write and connect their experiences about their learning.
Problem Statement 3: Academic vocabulary is a challenge for students who are identified as a student with learning disabilities, an English language learner, or economically disadvantaged. **Root Cause**: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.
School Processes & Programs
Problem Statement 1: Vocabulary is a struggle across the contents and grade levels. **Root Cause**: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.
Problem Statement 2: Math data trending downward. Need to implement a different plan with building numeracy; spiraling number talks throughout math block and small group, as well as tutoring. **Root Cause**: Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.

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

Performance Objective 7: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 30% to 45% by May 2024. Increase the percentage of economically disadvantage students at MEETS or above on STAAR Math from 24% to 40% by May 2024.

High Priority

Evaluation Data Sources: Math STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Building numeracy skills through number talks. **Strategy's Expected Result/Impact:** Students will be able to think flexibly about numbers to support solving problems. **Staff Responsible for Monitoring:** Math Interventionist **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 7 - School Processes & Programs 2 **Funding Sources:** Number Talks book - 199 - General Funds, Magnetic Base-10 blocks and place value disks - 199 - General Funds: SCE	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Use the strategies from Seven Steps to a Language Rich Classroom to support learners in math content. **Strategy's Expected Result/Impact:** Learners will engage in speaking and writing in more complex academic vocabulary. **Staff Responsible for Monitoring:** Classroom teachers, math interventionist, Academic Specialist **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 5 **Funding Sources:** 7 steps to a language rich classroom (book and training) - 199 - General Funds	35%			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Students identified to receive Special Education services scored lower than their general education peers on the STAAR Math assessment. **Root Cause**: Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.
Problem Statement 2: Our economically disadvantaged population is are under-performing. In 2022, only had a 53% pass rate on all STAAR exams. While this is an improvement from the previous year (37%), it still is around half of the students who tested reached the pass rate. **Root Cause**: Vocabulary and comprehension are areas where more students need additional supports. Having the additional teacher led experiences with think alouds and sharing connections are part of the learning process, but students need additional time to process, talk, write and connect their experiences about their learning.
Problem Statement 5: Math spiraling has not been as prevalent in the instructional blocks. **Root Cause**: Educators need more supports with differentiating and other instructional strategies. Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.
Problem Statement 7: Teachers needs support understanding how to scaffold math instruction. **Root Cause**: Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development.
School Processes & Programs
Problem Statement 2: Math data trending downward. Need to implement a different plan with building numeracy; spiraling number talks throughout math block and small group, as well as tutoring. **Root Cause**: Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.

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

Performance Objective 8: Increase the percentage of 3rd - 5th grade students who Meet or Exceed expected growth on Math MAP Growth (English/Spanish combined) from 45% to 60% by May 2024.

High Priority

Evaluation Data Sources: MAP Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Building numeracy skills through number talks. **Strategy's Expected Result/Impact:** Students will be able to think flexibly about numbers to support solving problems. **Staff Responsible for Monitoring:** Math Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 6, 7 **Funding Sources:** Magnetic base-10 blocks and place value disks - 199 - General Funds: SCE	25%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 1: Students identified to receive Special Education services scored lower than their general education peers on the STAAR Math assessment. **Root Cause**: Homeroom core content teachers lack a strong foundation in differentiation and need more support with strategies. Many teachers have received more training in developing readers than developing mathematicians.
Problem Statement 6: The Response to Intervention (RTI) process has not been consistent. **Root Cause**: Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan.
Problem Statement 7: Teachers needs support understanding how to scaffold math instruction. **Root Cause**: Focus in previous years has been on reading instruction and scaffolding small groups with word work and guided literacy. Specific implementation of numeracy skills and how to scaffold math lessons need to be provided to align with teachers' background and how it aligns vertically in student development.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Increase the number of campus volunteers from 2022-2023 school year from 25 to 35 volunteers in the 23-24 school year.

Evaluation Data Sources: Volunteer sign-ins; surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Recruit volunteers to support Townley's Parent Center, PTA and All Pro Dad **Strategy's Expected Result/Impact:** Community Resources to help connect with families possibly in need and building positive connections with home to school connections. **Staff Responsible for Monitoring:** Parent Liaison **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3 **Funding Sources:** Parent Liaison - materials for events - 211 - Title I-A	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

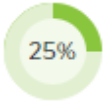
Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Parents are looking for ways to support students and connect with school but are not sure how since some of the methods of teaching children are different than how they learned it. **Root Cause**: Post Covid, families are ready to get back and connect with campus, but are not sure about how to support students. Learning methods within math specifically have changed from a traditional algorithm to more concrete/ conceptual thinking and being fluid in numeracy skills.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 2: Counselors and Parent Liaison will host 4 "Coffee with the Counselors" meetings.

Evaluation Data Sources: Collection of sign-ins and parent survey post meeting.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: "Coffee with the Counselors" sessions will allow campus counselors to host informational meeting with parents to support their students' social and emotional needs. **Strategy's Expected Result/Impact:** Better home to school connection **Staff Responsible for Monitoring:** Counselors, Parent Liaison **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2 **Funding Sources:** Parent Liaison resources - 211 - Title I-A, Parent Resources for SEL & academics; attendance incentives for students - 199 - General Funds				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Despite the staff being trained on Capturing Kids' Hearts, the number of referrals are currently at 112 which is on pace for having about the same number of referrals as last year. **Root Cause**: Students need more time to process emotions and build a positive classroom community post-pandemic. Teachers need more lessons to help support students before they hit a frustration level.
Problem Statement 2: Student attendance and late arrivals have increased in from 22-23. There was a decline in attendance from 95% to 93 last year. **Root Cause**: Lack of consequences for late arrivals and excessive absences. Campus tardy practices are not enforced consistently.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 3: Parent Liaison will attend 2023 Statewide Parental Involvement Conference, and then provide parent meeting session to distribute new information to families.

Evaluation Data Sources: Pamphlet from the workshop; Parent Liaison will implement and continue to work with parents and families as well as share information from the training on statutes and regulations in the Every Student Succeeds Act (ESSA). Parent Liaison will provide families resources.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Parent Liaison will host a parent meeting implementing the new information gained from the conference. **Strategy's Expected Result/Impact:** More parent and family involvement with Townley families. Parents will have a better understanding of statutes and regulations in the Every Student Succeeds Act (ESSA). **Staff Responsible for Monitoring:** Parent Liaison **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3 **Funding Sources:** Conference Registration - 211 - Title I-A				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: Parents are looking for ways to support students and connect with school but are not sure how since some of the methods of teaching children are different than how they learned it. **Root Cause**: Post Covid, families are ready to get back and connect with campus, but are not sure about how to support students. Learning methods within math specifically have changed from a traditional algorithm to more concrete/ conceptual thinking and being fluid in numeracy skills.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: Coaching will be provided to new teachers to Townley and new to Irving ISD.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Learning walks with teachers to observe colleagues classrooms. **Strategy's Expected Result/Impact:** Teachers will be reflective in their teaching practices and gain new strategies to implement in their classrooms. **Staff Responsible for Monitoring:** Administrators and Academic Specialist **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 4 - Perceptions 1 **Funding Sources:** Recording sheet of instructional and classroom learning environment criteria - 199 - General Funds	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Teacher/staff survey feedback forms and meetings to improve campus and meet needs of staff. **Strategy's Expected Result/Impact:** Opportunity for staff voice to be given and improvements to be made. **Staff Responsible for Monitoring:** Administrators, academic specialist, interventionists **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Student Learning 3, 6 - School Processes & Programs 1 **Funding Sources:** Forms/documents for suggested improvements - 199 - General Funds	15%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Discipline referrals have increased in the specials' classes (art, music, PE). **Root Cause**: Teachers in core contents have been using Capturing Kids' Hearts practices to support students in the classroom. Students are not connecting their homeroom rules and social contract to the rules of a specials' classroom.
Student Learning
Problem Statement 3: Academic vocabulary is a challenge for students who are identified as a student with learning disabilities, an English language learner, or economically disadvantaged. **Root Cause**: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.
Problem Statement 4: Teachers have to be more specific and intentional with their data analysis and re-teach. **Root Cause**: Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan. They need more supports with differentiating and other instructional strategies.
Problem Statement 6: The Response to Intervention (RTI) process has not been consistent. **Root Cause**: Teachers do not have a clear understanding of how to organize and identify their re-teach areas based on trends in their data. Teachers need more guidance with how to interpret the data and then the next steps with the student's instructional plan.
School Processes & Programs
Problem Statement 1: Vocabulary is a struggle across the contents and grade levels. **Root Cause**: Vocabulary is an area where more students need additional supports. Having the hands on experiences is part of the learning process, but students need to be talk and write about their learning as well.
Perceptions
Problem Statement 1: Despite the staff being trained on Capturing Kids' Hearts, the number of referrals are currently at 112 which is on pace for having about the same number of referrals as last year. **Root Cause**: Students need more time to process emotions and build a positive classroom community post-pandemic. Teachers need more lessons to help support students before they hit a frustration level.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 2: Decrease the number and percentage of students who are chronically absent from 135 students totaling 3,726 absences (unexcused and excused). Reduce the number of students who were chronically absent from 21% to 10% by May 2024.

Evaluation Data Sources: Attendance information from Chronos

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 1: Phone calls will be made by the teacher, administrator, or attendance clerk for students with 3 or more absences per six weeks. Students with chronic attendance issues will be issued warning letters with updates on their number of absences. Students will be required to have a doctor's note for more than 3 consecutive days of missing school. **Strategy's Expected Result/Impact:** Improvement of attendance can lead to to improvement of classroom performance due to fewer missed educational experiences. **Staff Responsible for Monitoring:** DP clerk, Administrators, counselors, teachers **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Student incentives for those who are on the "watch list" - 199 - General Funds	55%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2: Students who are achieving 98% attendance or higher will participate in a six weeks celebration. **Strategy's Expected Result/Impact:** Positively acknowledging students for coming to school and increase building's attendance rates. **Staff Responsible for Monitoring:** Counselors, DP Clerk, Administrators **Title I:** 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** student incentives - 199 - General Funds	30%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3: Students with chronic absences will be apart of the "Rise and Shine Club" where they have morning meetings with counselors. **Strategy's Expected Result/Impact:** Students will encourage parents with getting them to school on time, so they can be apart of the club and earn prizes. **Staff Responsible for Monitoring:** Counselors, DP Clerk **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Student incentives for Rise and Shine Club - 199 - General Funds	15%			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Student attendance and late arrivals have increased in from 22-23. There was a decline in attendance from 95% to 93 last year. **Root Cause**: Lack of consequences for late arrivals and excessive absences. Campus tardy practices are not enforced consistently.

State Compensatory

Budget for Townley Elementary School

Total SCE Funds: $29,460.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The funds for SCE are in general supplies. The amount allotted was not enough to fund an additional instructional paraprofessional to the campus. The funds will be used to provide additional high-quality instructional materials the campus leadership, team leads, and campus improvement committee have discussed and reviewed.

Title I

1.1: Comprehensive Needs Assessment

CNA Demographics

CNA Perceptions

CNA Student Learning

CNA Processes and Programs

Team Lead Meeting Presentation in May 2023 with CNA built in with Strategic Planning

Team Lead Agenda 5.17.23

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Committee Training

Vision Update with Stakeholder feedback

2.2: Regular monitoring and revision

Vision Update with Stakeholder feedback

Title I Personnel

Name	Position	Program	FTE
Lee Ann Watson	K-8 Interventionist		
Maria (Lucy) Conde	Parent Liaison		
Melissa Hettish	Academic Specialist		
Rebecca Rice	K-8 Interventionist		

Campus Funding Summary

199 - General Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	phonics support instructional materials		$0.00
1	1	2	Instructional materials		$0.00
1	2	1	instructional materials		$0.00
1	2	2			$0.00
1	4	1	Instructional materials with nonfiction		$0.00
1	5	1			$0.00
1	6	2			$0.00
1	7	1	Number Talks book		$0.00
1	7	2	7 steps to a language rich classroom (book and training)		$0.00
2	2	1	Parent Resources for SEL & academics; attendance incentives for students		$0.00
3	1	1	Recording sheet of instructional and classroom learning environment criteria		$0.00
3	1	2	Forms/documents for suggested improvements		$0.00
3	2	1	Student incentives for those who are on the "watch list"		$0.00
3	2	2	student incentives		$0.00
3	2	3	Student incentives for Rise and Shine Club		$0.00
				Sub-Total	$0.00

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1	Magnetic Base-10 blocks and place value disks		$0.00
1	7	1	Magnetic Base-10 blocks and place value disks		$0.00
1	8	1	Magnetic base-10 blocks and place value disks		$0.00
				Sub-Total	$0.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	data tracker		$0.00
1	1	2	Academic Specialist Support		$0.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Instructional materials to support Really Great Reading		$0.00
1	6	1	Number Talks Books		$0.00
1	6	2			$0.00
2	1	1	Parent Liaison - materials for events		$0.00
2	2	1	Parent Liaison resources		$0.00
2	3	1	Conference Registration		$0.00
				Sub-Total	$0.00