Ector County Independent School District

Ireland Elementary

2019-2020 Campus Improvement Plan

Mission Statement

Mission: **Ireland educators are dedicated to developing lifelong learners.**

Mission

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Vision

Vision: **Our vision at Ireland is to be successful in all we do, say and endeavor.**

Value Statement

Beliefs

We believe that…

1. Eachã€€personã€€hasã€€inherentã€€worthã€€andã€€uniqueã€€strengths.
2. Curiosityã€€andã€€learningã€€areã€€naturalã€€andã€€growã€€withoutã€€limitã€€givenã€€stimulationã€€andã€€nurturing.
3. Peopleã€€areã€€interdependent.
4. Eachã€€individualã€€hasã€€aã€€responsibilityã€€toã€€addã€€valueã€€toã€€selfã€€andã€€community.
5. Individualsã€€areã€€accountableã€€forã€€theirã€€choicesã€€andã€€actions.
6. Educationã€€createsã€€opportunityã€€andã€€opportunityã€€createsã€€aã€€betterã€€world.
7. Progressã€€improvesã€€andã€€addsã€€valueã€€toã€€humanã€€life.
8. Fearã€€limitsã€€life'sã€€potential;ã€€courageã€€inspiresã€€living.
9. Thereã€€isã€€aã€€differenceã€€betweenã€€rightã€€andã€€wrong.
10. Valuesã€€learnedã€€atã€€homeã€€affectã€€aã€€lifetime.
11. Leadershipã€€isã€€influence;ã€€everyoneã€€isã€€aã€€leader.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ireland Elementary serves students in Kinder- fifth grade. We have a population of about 576, as the attendance boundaries were redrawn. We have families that represent a broad range of economic backgrounds. Ireland has the belief of a "family concept" and that our school brings everyone together.

Percent Economically Disadvantage- 55%

Percent English language learners- 1.74%

Mobility rate- 18.5

Percent served in special educaton- 9.4

Demographics Strengths

We have GT students within our population that represent one or more subpopulations. (9% total population)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to a high number of students who are economically disadvantaged, we need to make effective intervention a priority. **Root Cause**: Our economically disadvantage students tend to not perform as well as our other students.

Student Academic Achievement

Student Academic Achievement Summary

Student achievement needs are identified and listed in priority. We need to raise scores in writing and science for all students. We especially need to focus on White & Eco. Dis populations as well as moving students from approaches to meets and masters in math and reading.

5th grade science

48% Approaches; 16% Meets; 5% masters

4th grade math

All students 51% approaches; 31% meets; 14% masters

4th Grade reading

All students 54% approaches, 25% meets; 14% masters

4th Grade Writing

All students 39% Approaches; 14% meets; 3% masters

Student Academic Achievement Strengths

5th math 80%approaches

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Due to administrator observations and leadership team discussion, we need to up the rigor of our lessons to help our students to be prepared for STAAR. **Root Cause**: several long term substitutes or newer teachers to the testing grade levels and/or subjects.

Problem Statement 2: Due to administrator analysis, more focus needs to be given to GT students reaching meets and masters level performance. **Root Cause**: Level of questioning in general classroom could be deeper and involving higher level thinking skills.

School Processes & Programs

School Processes & Programs Summary

Ireland has implemented a 40-45 min. WIN (what I need) time across the campus. This will ensure that all students are receiving the intervention or enrichment needed to make growth. K- 5th grade teachers are using Istation, LLI to help close the achievement gap. PLC's occur each week so teachers may look at data and discuss best practices with one another as well as a weekly data meeting (3-5) to disaggregate that data with leadership.

School Processes & Programs Strengths

PLC 's are very beneficial and allow teachers to share best practices, rigorous lessons and help to collaboration within our school. Leadership team is involved in planning and looking at systems within our school. Ireland has various committees that meet to help plan activities for both staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many new teachers that are not highly qualified (certified). **Root Cause**: Lack of highly qualified applicants in the district.

Perceptions

Perceptions Summary

Ireland believes that all students are capable of learning and achieving greatness. Students come first at Ireland and teachers have a whatever it takes attitude. Conscious Discipline principles of "wishing well" will be implemented campus wide to build campus culture and "school family".

Perceptions Strengths

Teachers are generally happy and enjoy their students and content taught. Teachers collaborate with each other and will do whatever it takes to make our students and school as a whole successful.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Ireland has to capitalize on past growth and achievement to continue upward trend. **Root Cause**: Teachers had a focus on "passing" standard, versus a true understanding of growth measure and importance of meets, masters.

Problem Statement 2: Ireland's attendance % for 18-19 made the cutoff for the state expectation of 95%, but should be higher. **Root Cause**: Lack of focus on interventions with habitual absentees.

Priority Problem Statements

Problem Statement 1: Ireland did not meet growth for 2a or 3 for 2018-19 STAAR data.
Root Cause 1: Lack of rigorous tier 1 instruction and consistent formative assessment.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Teacher retention continues to be a challenge.
Root Cause 2: 6 teachers were taken to be district coaches; lack of qualified applicants in booming economy.
Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: The focus on continued support and education to build capacity in new teachers is lacking.
Root Cause 3: Lack of instructional coach availability
Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: In depth support was lacking for newer teachers/long term subs for CIA.
Root Cause 4: Lack of full time instructional specialists on campus.
Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Parent involvement is low on campus.
Root Cause 5: Lack of outreach from campus.
Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Student culture lacked cohesiveness.

Root Cause 6: absence of regular gatherings for celebration, team building activities.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Teachers are wary to try implementing use of iPads, laptops for lessons.

Root Cause 7: Lack of practice with technology as a campus (this has improved and will continue to do so)

Problem Statement 7 Areas: Technology

Problem Statement 8: Student performance on the 4th grade writing STAAR was at 37% approaches and 14% meets and 3% masters in 2019.

Root Cause 8: Lack of rigorous tier 1 instruction and consistent formative assessment.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Ireland Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets standard on state assessment 3rd through 5th grade students in all subjects will increase from the overall average 26% to the overall average of 46% by May 2020.

> **Evaluation Data Source(s) 1:** Short Cycle Assessments
> District Benchmarks
> STAAR 2020
>
> **Summative Evaluation 1:**
>
> **High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 1) Implement a consistent process to disaggregate data and monitor data through PLCs and grade level data meetings.	2.4	Teachers, Principal, Assistant Principal, Instructional Specialists	Data will reflect data driven lessons/instruction. Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, release tests and STAAR 2020 at improved rate of 20%.				
	Problem Statements: Student Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 2) Teachers will be supported with district lesson planning resources and implementation.	2.4	teachers, Principals, Assistant Principals, Instructional Specialists	Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR 2020.				
Problem Statements: Student Achievement 1							
TEA Priorities Build a foundation of reading and math 3) The campus will utilize instructional specialists, consultant to assist teachers in creating engaging lessons with effective questioning strategies that align with district initiatives.	2.4	Principal, assistant principal, instructional specialists	Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: Capacity in math teachers will be evident in walk through data as well as student performance data.				
Problem Statements: Student Achievement 1							
Funding Sources: Title One School-wide - 850.00							
4) Utilize Abydos training to increase student outcomes in writing.		Principal, instructional specialist	Increase in meets expectations on STAAR writing 2020 from 14% to 30%.				
Problem Statements: Demographics 1							
5) Implementation Math Talks campus wide utilizing instructional specialist modeling, district cohort member modeling.	2.4	Principal, Assistant Principal	Increase in student outcomes demonstrating growth in numeracy and fluency as demonstrated on STAAR 2020, short cycle assessments and formative assessments.				
Problem Statements: Student Achievement 1							
Funding Sources: Local - 0.00							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student performance on the 4th grade writing STAAR was at 37% approaches and 14% meets and 3% masters in 2019. **Root Cause 1**: Lack of rigorous tier 1 instruction and consistent formative assessment.

Student Achievement

Problem Statement 1: Ireland did not meet growth for 2a or 3 for 2018-19 STAAR data. **Root Cause 1**: Lack of rigorous tier 1 instruction and consistent formative assessment.

Goal 1: Ireland Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving Masters Standard on state assessments will increase from 11% to 21% across tested grade levels and content areas by May 2020.

    Evaluation Data Source(s) 2: Short Cycle Assessments
District Benchmarks
STAAR 2020

    Summative Evaluation 2:

    High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) The campus will utilize instructional specialists and a consultant to assist teachers in creating engaging lessons with effective questioning and formative assessment strategies that align with district initiatives.	2.4	Principal, assistant principal, instructional specialists	Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: Increased capacity in math teachers will be evident in walk through data as well as student performance data.				
Problem Statements: Student Achievement 1							
Funding Sources: Title One School-wide - 850.00							
2) Campus will utilize GT teachers to model high rigor questioning strategies for colleagues (new teachers, long term subs, experienced teachers)	2.5	Principal, Assistant Principal, Instructional Specialists	Student outcomes for masters grade level on STAAR 2020 will increase 10% overall.				
Problem Statements: Student Achievement 1							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Ireland did not meet growth for 2a or 3 for 2018-19 STAAR data. **Root Cause 1**: Lack of rigorous tier 1 instruction and consistent formative assessment.

Goal 1: Ireland Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving Meets Standard on the state assessments in Reading will increase by 15% by May 2020.
3rd Grade Reading: From 32% 47%
4th Grade Reading: From 25% to 40%
5th Grade Reading: From 32% to 42%
4th Grade Writing: From 14% to 29%

Evaluation Data Source(s) 3: Short Cycle Assessments
District Benchmarks
STAAR 2020

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 1) Implement a consistent process to disaggregate data and monitor data through PLCs and grade level data meetings.	2.4	Teachers, Principal, Assistant Principal, Instructional Specialists	Data will reflect data driven lessons/instruction. Students for all tested grades will achieve the Meets Standard on reading short cycle assessments, release tests and STAAR 2020 at improved rate of 15%.				
Problem Statements: Student Achievement 1							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Ireland did not meet growth for 2a or 3 for 2018-19 STAAR data. **Root Cause 1**: Lack of rigorous tier 1 instruction and consistent formative assessment.

Goal 1: Ireland Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving Meets Standard on the state assessments in Math will increase from 30% to 46% by May 2020.

    Evaluation Data Source(s) 4: Short Cycle Assessments
District Benchmarks
STAAR 2020

    Summative Evaluation 4:

    High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) The campus will utilize instructional specialists to assist teachers in creating engaging lessons with effective strategies that align with district initiatives.	2.4	Principal, assistant principal, instructional specialists	Students for all tested grades will achieve the Meets Standard in math on short cycle assessments, released test and STAAR test: Increased capacity in math teachers will be evident in walk through data as well as student performance data.				
	Problem Statements: Student Achievement 1						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Ireland did not meet growth for 2a or 3 for 2018-19 STAAR data. **Root Cause 1**: Lack of rigorous tier 1 instruction and consistent formative assessment.

Goal 1: Ireland Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students K-5 reading on or above grade level will increase from 57% to 75% by May 2020.

Evaluation Data Source(s) 5: iStation
Short Cycle Assessments
STAAR 2020

Summative Evaluation 5:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) The campus will utilize LLI intervention curriculum and iStation with fidelity.	2.6	Principal, Assistant Principal, Instructional Specialists	Student learning gaps will be closed, which will be reflected in iStation iSIP data, reading short cycle assessments, district benchmarks and STAAR 2020.				
Problem Statements: Student Achievement 1							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Ireland did not meet growth for 2a or 3 for 2018-19 STAAR data. **Root Cause 1**: Lack of rigorous tier 1 instruction and consistent formative assessment.

Goal 1: Ireland Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Students achieving Meets Standard on the state assessments in Science will increase from %15 to %25 by May 2020.

Evaluation Data Source(s) 6: Short Cycle Assessments
District Benchmarks
STAAR 2020

Summative Evaluation 6:

High Priority

Goal 1: Ireland Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Ireland student attendance rate will increase from 94.6% to 97% by May 2020

Evaluation Data Source(s) 7: Attendance reports

Summative Evaluation 7:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Campus will distribute articles, resources regarding attendance to encourage parent awareness.	2.5	Principal, Assistant Principal, PEIMS clerk	Increased student attendance percentage by May 2020				
TEA Priorities Improve low-performing schools 2) The campus will recognize good student attendance with incentives for students and parents.	2.6	Principal	Increased overall student attendance by 5% in May 2020.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Ireland Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Ireland Elementary will adhere to Coordinated School Health requirements in fitness assessment and physical activity levels and met by 2021 in all Ireland Elementary physical ed classes.

Evaluation Data Source(s) 8: FitnessGram annual report

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) The campus will implement additional health lessons for all students.		PE teacher, principal	increased knowledge & understanding of healthy living.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 2: Ireland Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet campus goals and improve student learning.

Performance Objective 1: Ireland Elementary new teachers and long term substitutes will be supported through mentors, instructional specialists, weekly PLC collaboration and professional development.

Evaluation Data Source(s) 1: Classroom walkthroughs
PLC minutes/agendas

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) weekly data meetings (apart from PLCs) to monitor individual student progress, grade level/content trends will be implemented.		Principal, AP	student outcomes will increase on common assessments, STAAR 2020.				
	Problem Statements: Student Achievement 1						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Ireland did not meet growth for 2a or 3 for 2018-19 STAAR data. **Root Cause 1**: Lack of rigorous tier 1 instruction and consistent formative assessment.

Goal 2: Ireland Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet campus goals and improve student learning.

Performance Objective 2: Ireland Elementary will provide written and/or face-to-face feedback.

Evaluation Data Source(s) 2: walk through forms
TTESS
increase in academic student performance
Response to feedback

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Administrators and instructional specialists will utilize RELAY protocols for observation, feedback and building teacher capacity.		Principal, AP	Improvement of teaching fundamentals, especially in new teachers.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: The focus on continued support and education to build capacity in new teachers is lacking. **Root Cause 2**: Lack of instructional coach availability

Goal 3: Ireland Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Streamline the flow of communication so that customers are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Evaluation Data Source(s) 1: 1st 9 weeks, EOY surveys of parents, staff

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Distribute periodic parent and staff surveys to determine perception, culture and needs of the campus throughout the year.	3.2	Principal	Increased parent involvement in VIPS, PTA.				
Problem Statements: Parent and Community Engagement 1							
2) Host parent involvement activities surrounding academic areas (literacy night, math night, science & tech night) as well as student recognition events.	3.2	Principal	Increase in involvement and membership in PTA, VIPS				
Problem Statements: Parent and Community Engagement 1							
Funding Sources: Title One School-wide - 400.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent involvement is low on campus. **Root Cause 1**: Lack of outreach from campus.

Goal 4: Ireland will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/emotional levels functioning in order to promote a safe climate that is conducive to learning.

    Evaluation Data Source(s) 1: Attendance data
rosters

    Summative Evaluation 1:

    High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Conscious Discipline model professional development for leader team (summer institute 2019) and full faculty (Aug 2019) to ensure proper implementation campus wide.	2.6	Principal, assistant principal, Conscious Discipline Team	Reduced number of discipline referrals Increased student and teacher attendance.				
Problem Statements: School Culture and Climate 2							
Funding Sources: Title One School-wide - 1200.00							
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Student culture lacked cohesiveness. **Root Cause 2**: absence of regular gatherings for celebration, team building activities.

Goal 5: Ireland Elementary will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Ireland Elementary will assess the financial needs of the campus with the assistance of the campus improvement team in order to inform data-driven decisions.

> **Evaluation Data Source(s) 1:** materials inventory
> computer program reports
>
> **Summative Evaluation 1:**

Goal 6: Ireland Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Ireland Elementary will support district goal to reduce errors in student data input.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Dec**	**Mar**	**May**
1) Campus will implement enrollment checklist protocol to ensure special programs are recognized and demographic info is correct.		Principal, AP, Clerk, Admin Assistant	reduction in errors in student data input.				
2) Campus will implement enrollment checklist protocol to ensure special programs are recognized and demographic info is correct.		Principal, AP, Clerk, Admin Assistant	reduction in errors in student data input.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 6: Ireland Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Ireland Elementary will utilize the campus Tech Team to offer support, professional development and training for teachers in implementing campus technology (devices and programs.)

Evaluation Data Source(s) 2: usage of purchased software/programs
teacher surveys re: needs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Campus technology team will support teachers across grade levels, content with utilizing Chromebooks and iPads to create engaging activities and lessons, as well as systems to streamline instruction.		Principal	Increase in utilization and variety of programs, apps and equipment on campus.				
Problem Statements: Technology 1							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Teachers are wary to try implementing use of iPads, laptops for lessons. **Root Cause 1**: Lack of practice with technology as a campus (this has improved and will continue to do so)

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a consistent process to disaggregate data and monitor data through PLCs and grade level data meetings.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CIT met on Sept 6, and reviewed most current data and updated the CNA accordingly.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus planning team follows board policy and has teacher,

2.2: Regular monitoring and revision

Campus quarterly reviews will take place in October, December, March, and May.

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

Campus plan posted to our website, in primary languages

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Katy Ochoa	Principal
Administrator	Rossy Tirado	Assistant Principal
Parent	Vivian Macaw	Parent
Community Representative	Bill Cameron	member
Classroom Teacher	Debra Roberts	Classroom Teacher
Classroom Teacher	Irma Morales	classroom teacher
Classroom Teacher	Sarah Miller	classroom teacher
Classroom Teacher	Michelle Alvarez	classroom teacher
Classroom Teacher	Christy Brown	classroom teacher
Classroom Teacher	Barbara Digby	member
Classroom Teacher	Sue Anderson	classroom teacher
Paraprofessional	Crystal Hernandez	Aide

Campus Funding Summary

Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Math Talks books for all math teachers not in training cohort		$0.00
				Sub-Total	$0.00

Title One School-wide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$850.00
1	2	1			$850.00
3	1	2			$400.00
4	1	1	Conscious Discipline implementation materials		$1,200.00
				Sub-Total	$3,300.00
				Grand Total	$3,300.00