

Ector County Independent School District

Ireland Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

At Ireland Elementary, we cultivate a vibrant and inclusive learning environment where students love learning and staff embrace a growth mindset. Through engaging, rigorous instruction and strong relationships, we empower every learner to grow, explore, and succeed—academically and beyond.

Vision

Engage in learning.

Empower through a growth mindset

Excel to a bright future.

Value Statement

We value curiosity, inclusivity, and growth. We believe in fostering strong relationships, delivering rigorous and engaging instruction, and empowering every learner to achieve success both in school and in life.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027 the % of students performing at the Meets level on 3-5 Math Staar will increase from 26%- 35%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%

Evaluation Data Sources: Staar Summative Scores 2027

Strategy 1 Details					Reviews													
Strategy 1: Implement weekly PLCs focused on analyzing student data (interim assessments, exit tickets, etc.) to identify skill gaps and plan differentiated instruction. Strategy's Expected Result/Impact: Teachers will use TEKS-aligned lesson planning to ensure rigorous Tier 1 instruction while embedding 15-20 minutes of small-group, targeted intervention or enrichment daily. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review PLC folders</td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Title One School Wide - Title One School-wide					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review PLC folders	ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review PLC folders	ILT	Quarterly										
Oct	Jan	Mar	May															

Title I:

2.51, 2.52, 2.53

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1

Funding Sources: Title One School Wide - Title One School-wide

Strategy 2 Details						Reviews													
Strategy 2: Integrate daily spiral math review with a focus on high-leverage TEKS (LoneStar Math) using STAAR-style questions and multi-step problem solving. Strategy's Expected Result/Impact: Emphasize academic vocabulary, justifying answers using mathematical reasoning, and practicing stamina-building tasks. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review implementation of LoneStar Math spiral review and student performance data during PLCs to identify TEKS requiring reteach.</td><td>MCL</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52 - 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 Achievement 1						Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review implementation of LoneStar Math spiral review and student performance data during PLCs to identify TEKS requiring reteach.	MCL	Quarterly		Formative			Summative
						Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
						1	Review implementation of LoneStar Math spiral review and student performance data during PLCs to identify TEKS requiring reteach.	MCL	Quarterly										
Oct	Jan	Mar	May																

Strategy 3 Details					Reviews			
Strategy 3: Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our RLA Achievement The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 44% of continuously enrolled students is at the meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence). * Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, MAP RIT skill packets, or teacher-led reteach based on progress monitoring. Additional reallocation of resources to address this include purchased HMH 180 program. Additional reallocation of resources to address this include 5th grade MCL in RLA. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall . If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier. Strategy's Expected Result/Impact: 44% of continuously enrolled students is at the meets level. Staff Responsible for Monitoring: ILT					Formative			Summative
					Oct	Jan	Mar	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review Checkpoint, Iready, and Staar Interim Data	ILT	Monthly	

Title I:
2.51

Problem Statements: Student Achievement 1

Funding Sources: MCLs and MTRT RA and TR - Title One School- Improvement - \$57,211

Strategy 4 Details					Reviews													
Strategy 4: Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Academic Growth in Math. The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is * 62% of Hispanic students will be at meets * 65% of White students will be at meets * 62% of Continuously Enrolled will be at meets The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting, RBIS training, and a Part-time tutor. * Additional reallocation of resources to address this include 30 minute intervention block, * Additional reallocation of resources to address this include MTRT in 5th grade and MCL in 4th grade/ If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier. Strategy's Expected Result/Impact: * 62% of Hispanic students will be at meets * 65% of White students will be at meets * 62% of Continuously Enrolled will be at meets Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monitor Data</td><td>ILT</td><td>Monthly</td><td></td></tr></table> Title I: 2.51 - TEA Priorities: Improve low-performing schools Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monitor Data	ILT	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monitor Data	ILT	Monthly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. Root Cause: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. Root Cause: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027 the % of students performing at the Meets level on 3rd - 5th Reading Staar will increase from 37% to 48%

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: Summative Staar

Strategy 1 Details					Reviews													
Strategy 1: Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence). Strategy's Expected Result/Impact: Students will demonstrate stronger comprehension skills through frequent exposure to complex texts and intentional small-group instruction. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Data Checks</td><td>ILT</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Data Checks	ILT	Monthly		Formative			Summative
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					1	Data Checks	ILT	Monthly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our RLA Achievement The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 44% of continuously enrolled students is at the meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence). * Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, or teacher-led reteach based on progress monitoring. Additional reallocation of resources to address this include purchased Iready. Additional reallocation of resources to address this include 4th and 5th MCL in RLA. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall . If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier. Strategy's Expected Result/Impact: 44% of continuously enrolled students is at the meets level. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Data Checks</td><td>ILT</td><td>monthly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Data Checks	ILT	monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Data Checks	ILT	monthly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. **Root Cause:** Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. **Root Cause:** Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause:** Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 14% to 30 %.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2027

Strategy 1 Details					Reviews			
Strategy 1: Implement weekly science investigations or labs aligned to the 5th grade TEKS, emphasizing process skills and key concepts (e.g., force and motion, properties of matter, ecosystems). Strategy's Expected Result/Impact: Students will gain a deeper understanding of science content through regular, hands-on lab experiences that connect abstract concepts to real-world phenomena.					Formative			Summative
					Oct	Jan	Mar	May
Strategy 2 Details					Reviews			
Strategy 2: Launch a daily or weekly spiral review routine that targets high-leverage Readiness Standards using STAAR question stems and data from unit assessments. Strategy's Expected Result/Impact: Vocabulary and academic language acquisition will improve, helping students better comprehend and respond to STAAR questions with accuracy. Staff Responsible for Monitoring: ILT					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Exit tickets	MCL	quarterly					
No Progress Accomplished Continue/Modify Discontinue								

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The % of students K-3 achieving or exceeding their I-Ready reading goal will increase from 34 % to 40%

HB3 Board Goal

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%

Evaluation Data Sources: Iready Inform

Strategy 1 Details					Reviews													
Strategy 1: Use BOY MAP and i-Ready data to create flexible small groups targeting specific foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) Strategy's Expected Result/Impact: Students receive daily, data-informed instruction targeting their specific reading skill gaps, resulting in more students making expected or above-expected growth on i-Ready. Staff Responsible for Monitoring: ILT <table border="1"><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr></thead><tbody><tr><td>1</td><td></td><td>ILT</td><td>Quarterly</td><td></td></tr></tbody></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		ILT	Quarterly										
Oct	Jan	Mar	May															

Title I:

2.51, 2.52, 2.53

- TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Strategy 2 Details					Reviews													
Strategy 2: Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lesson or teacher-led reteach based on progress monitoring. Strategy's Expected Result/Impact: K-2 students build stronger decoding and phonics skills, while 3rd graders strengthen comprehension, vocabulary, and fluency through personalized small-group instruction. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td></td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		ILT	Quarterly										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. Root Cause: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.
School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. Root Cause: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 34% to 48%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Summative STAAR 2026

Strategy 1 Details					Reviews			
Strategy 1: During daily reading instruction, teachers provide focused small-group instruction using resources like i-Ready Teacher Toolbox, guided reading texts, and STAAR question stems. Staff Responsible for Monitoring: ILT					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Data checks	ILT	Quarterly					

Strategy 2 Details					Reviews			
Strategy 2: Implement weekly data meetings in PLCs focused on i-Ready usage, lesson completion, and performance by TEKS cluster. Strategy's Expected Result/Impact: Data Driven Instruction Staff Responsible for Monitoring: ILT					Formative			Summative
					Oct	Jan	Mar	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	PLC Folder checks	ILT	Monthly					

Title I: 2.51, 2.52, 2.53 Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1								
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Student Achievement**

Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. **Root Cause:** Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.

School Culture and Climate

Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause:** Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. **Root Cause:** Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May 2027, the percentage of 5th grade students demonstrating foundational college, career, and military readiness will increase from 88% to 93%, as measured by participation in AVID strategies, career awareness activities, goal-setting reflections, and mastery of grade-level standards.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: Campus Avid Certification Indicators

Strategy 1 Details					Reviews													
Strategy 1: Students will use AVID planners weekly to set academic and personal goals, track their progress, and reflect on their learning. Teachers will dedicate time each week for students to write and discuss their goals and reflect on how their habits contribute to college and career readiness. This routine will help build self-awareness, responsibility, and long-term planning skills. Strategy's Expected Result/Impact: Students will become organized and ready to learn Staff Responsible for Monitoring: Avid Coordinator <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct planner checks and review student goal-setting/ reflection evidence to monitor consistent implementation of AVID strategies.</td><td>Avid Coordinator</td><td>quarterly</td><td></td></tr></table> Title I: 2.51, 2.52 Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct planner checks and review student goal-setting/ reflection evidence to monitor consistent implementation of AVID strategies.	Avid Coordinator	quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct planner checks and review student goal-setting/ reflection evidence to monitor consistent implementation of AVID strategies.	Avid Coordinator	quarterly										
Oct	Jan	Mar	May															

Title I:

2.51, 2.52

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1

Strategy 2 Details					Reviews													
Strategy 2: The school will organize Career Day events , inviting professionals from diverse fields, including military personnel, trades, and college representatives. Students will engage in hands-on presentations, Q&A sessions, and reflection activities that tie directly to AVID's career awareness and goal-setting components. Strategy's Expected Result/Impact: Students will learn what career paths are Staff Responsible for Monitoring: Avid Coordinator <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td></td><td>Avid Coordinator</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52 Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		Avid Coordinator	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		Avid Coordinator	Quarterly										
Oct	Jan	Mar	May															

Strategy 3 Details					Reviews													
Strategy 3: Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Student Achievement Domain Score The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 37% Hispanic Students will be at meets 45% White students will be at meets 41% Continuously enrolled students will be at meets The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * Additional reallocation of resources to address this include RBIS training through Title 1, Part-Time tutor through Title 1. * Additional reallocation of resources to address this include MCL, MTRT, and Part Time tutor If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier. Strategy's Expected Result/Impact: 37% Hispanic Students will be at meets 45% White students will be at meets 41% Continuously enrolled students will be at meets Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Data checks</td><td>ILT</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.52 Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Data checks	ILT	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Data checks	ILT	Monthly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
Student Achievement
Problem Statement 1: The percentage of students achieving Meets and Masters Grade Level standards in Reading and Mathematics remains below campus goals. Mathematics achievement, particularly in Grade 4, and performance among At-Risk, Economically Disadvantaged, and Special Education students continue to negatively impact overall student achievement. Root Cause: Teachers are still developing consistent implementation of high-quality Tier I instruction, standards-aligned exemplars, effective exit ticket practices, and data-driven intervention systems necessary to ensure all students achieve mastery of grade-level TEKS and accelerate academic growth.
School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
Curriculum, Instruction, and Assessment
Problem Statement 1: Student achievement and growth data indicate inconsistent mastery of grade-level standards across content areas and student groups. Root Cause: Variability in instructional implementation, rigor of tasks, and effectiveness of formative assessment practices has resulted in inconsistent student mastery and academic growth.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: School Connectedness panorama data will increase from 53% to 57 %.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details					Reviews													
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.</td><td>ILt</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	ILt	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	ILt	Quarterly										
Oct	Jan	Mar	May															

Title I:

2.51, 2.52, 2.53

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details					Reviews													
Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity. Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monthly Luncheons will be conducted</td><td>Counselor</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monthly Luncheons will be conducted	Counselor	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monthly Luncheons will be conducted	Counselor	Monthly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Student daily attendance will increase from 93.1 %to 95%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details					Reviews													
Strategy 1: Form an Attendance Team made up of teacher representatives from each grade level to monitor trends, identify students with chronic absences, and collaborate on targeted interventions. The team will meet monthly to review data, connect with families, and implement positive attendance campaigns schoolwide. This approach builds ownership and shared responsibility among staff for improving daily attendance. Strategy's Expected Result/Impact: Attendance will Increase Staff Responsible for Monitoring: Data Clerk and Campus Administration <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review attendance data monthly, identify the class with the highest attendance percentage in each grade level, and coordinate monthly recognition and celebrations.</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review attendance data monthly, identify the class with the highest attendance percentage in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review attendance data monthly, identify the class with the highest attendance percentage in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Quarterly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Classes with perfect attendance will earn daily points toward weekly or monthly rewards (e.g., extra recess, class shout-outs, or small prizes). Recognizing students and classrooms regularly fosters a positive culture around showing up every day. Strategy's Expected Result/Impact: Student attendance will increase Staff Responsible for Monitoring: Campus Administration/Data Clerk <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Check Attendance Reports</td><td>Data Clerk</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Check Attendance Reports	Data Clerk	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Check Attendance Reports	Data Clerk	Quarterly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2027, the percentage of students in grades 3-5 who respond favorably on the Engagement domain of the Panorama Student Survey will increase from 43% to 53%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details					Reviews													
Strategy 1: Teachers will implement Social Contracts in grades 3-5, where students can share input on classroom activities, express opinions, and co-create classroom norms and incentives. Strategy's Expected Result/Impact: Students will have a sense of belonging Staff Responsible for Monitoring: Emergent Tree Team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Checking for Social Contracts</td><td>Emergent Tree Team</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Checking for Social Contracts	Emergent Tree Team	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Checking for Social Contracts	Emergent Tree Team	Quarterly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Each classroom will establish student job roles and leadership teams (e.g., classroom ambassadors, tech leads, recess leaders). Schoolwide, Avid Ambassadors will meet monthly to offer input on events, activities, and school climate. Strategy's Expected Result/Impact: Students will feel empowered at school. Staff Responsible for Monitoring: Campus Administrative team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monthly walkthrough for fidelity check.</td><td>Campus Administrative Team</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monthly walkthrough for fidelity check.	Campus Administrative Team	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monthly walkthrough for fidelity check.	Campus Administrative Team	Quarterly										
Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause:** Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause:** Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 5: By May of 2027 disciplinary infractions will decrease from 10% of the student population to 5%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Focus Discipline Reports

Strategy 1 Details					Reviews													
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using Emergent Tree framework. Staff will recognize positive behavior through consistent Feedback Boards and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions. Strategy's Expected Result/Impact: Student discipline will decrease. Staff Responsible for Monitoring: Emergent Tree Committee <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Check for Fidelity of Emergent Tree by doing walkthroughs</td><td>Emergent Tree Committee</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 6: By May 2027, favorable Panorama Sense of Belonging results will increase from 53% to 60%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: Panorama

Strategy 1 Details					Reviews			
Strategy 1: The counselor will facilitate friendship groups and Lunch Buddies for students needing additional peer connections and support. Strategy's Expected Result/Impact: Students will develop positive peer relationships and an increased sense of belonging. Staff Responsible for Monitoring: Counselor Action # Actions for Implementation Person(s) Responsible Timeline Complete 1 Counselor will identify students and conduct friendship groups and Lunch Buddies to build positive peer relationships. Counselor Monthly Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1					Formative			Summative
					Oct	Jan	Mar	May

Strategy 2 Details					Reviews													
Strategy 2: Teachers will conduct regular student check-ins and intentionally connect students with a trusted adult on campus. Strategy's Expected Result/Impact: Students will feel known, supported, and connected to adults at school. Staff Responsible for Monitoring: Teacher/Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teachers will conduct student check-ins and identify students needing additional adult connection or support.</td><td>Teacher/Counselor</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.53 Problem Statements: School Culture and Climate 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teachers will conduct student check-ins and identify students needing additional adult connection or support.	Teacher/Counselor	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Teachers will conduct student check-ins and identify students needing additional adult connection or support.	Teacher/Counselor	Monthly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2027 disciplinary infractions will decrease from 10% of the student population to 5%

Evaluation Data Sources: Focus Discipline Reports

Strategy 1 Details					Reviews													
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Schoolwide expectations will be explicitly taught and reinforced using Emergent Tree framework. Staff will recognize positive behavior through consistent Feedback Boards and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions. Strategy's Expected Result/Impact: Student discipline will decrease. Staff Responsible for Monitoring: Emergent Tree Committee <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Check for Fidelity of Emergent Tree by doing walkthroughs</td><td>Emergent Tree Committee</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Check for Fidelity of Emergent Tree by doing walkthroughs	Emergent Tree Committee	Quarterly										
Oct	Jan	Mar	May															

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 4: Classroom Excellence

Performance Objective 2: Student daily attendance will increase from 91.2 %to 95%.

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details					Reviews													
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td></td><td>ILt</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		ILt	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		ILt	Quarterly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Implement a monthly attendance recognition and celebration program to promote consistent student attendance. Each month, the class in each grade level with the highest attendance percentage will be recognized and rewarded with a special classroom celebration. Strategy's Expected Result/Impact: Increase student motivation and family awareness regarding the importance of daily attendance, contributing to the campus goal of increasing student attendance from 91.2% to 95%. Staff Responsible for Monitoring: Counselor <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Review attendance data monthly, identify the class with the highest attendance in each grade level, and coordinate monthly recognition and celebrations.</td><td>Counselor</td><td>Monthly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Review attendance data monthly, identify the class with the highest attendance in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Monthly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Review attendance data monthly, identify the class with the highest attendance in each grade level, and coordinate monthly recognition and celebrations.	Counselor	Monthly										
Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, the annual retention rate of teachers at Ireland Elementary will increase from 79% to 85 % as measured by end-of-year staffing data, through the implementation of targeted support, professional growth opportunities, and recognition programs.

Evaluation Data Sources: Teachers will feel supported

Strategy 1 Details					Reviews													
Strategy 1: Adopt the Opportunity Culture framework to extend the reach of highly effective teachers through Multi-Classroom Leader (MCL) roles, team-based collaboration, and structured coaching cycles. Provide ongoing training for MCLs and ensure protected time for planning, feedback, and data-driven instruction to support teacher growth and satisfaction. Strategy's Expected Result/Impact: Teachers will feel supported Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Coaching cycles for teachers.</td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Coaching cycles for teachers.	ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Coaching cycles for teachers.	ILT	Quarterly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Establish a formal recognition program that celebrates teacher achievements, innovative practices, and contributions to the school community. Include monthly appreciation events, peer-nominated awards, and opportunities for teachers to share successes at staff meetings. Strategy's Expected Result/Impact: School Culture will increase Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Teacher of the Month announced during monthly Faculty meeting</td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Teacher of the Month announced during monthly Faculty meeting	ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Teacher of the Month announced during monthly Faculty meeting	ILT	Quarterly										
Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. **Root Cause:** Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause:** Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

Board Goal 5: Culture of Excellence

Performance Objective 1: School Connectedness panorama data will increase from 53% to 57%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details					Reviews													
Strategy 1: Each homeroom teacher will facilitate a 20-minute weekly SEL lessons that includes a structured ILead SEL lesson focused on self-awareness, empathy, and relationship skills. Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture. Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Conduct walkthroughs and review lesson implementation to ensure students receive the required weekly 20-minute ILead SEL lesson.	Counselor	Quarterly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity. Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Monthly Mustang of the Month Luncheons</td><td>Counselor</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Monthly Mustang of the Month Luncheons	Counselor	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Monthly Mustang of the Month Luncheons	Counselor	Quarterly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. Root Cause: Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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Performance Objective 2: By May 2027, the school will develop and implement an annual parent/guardian engagement survey to measure perceptions of involvement in their child's learning and the school community,

Evaluation Data Sources: Title 1 parent survey

Strategy 1 Details					Reviews													
Strategy 1: Host two Family Academic Nights focused on literacy, math, and social-emotional learning, where parents participate in interactive activities, receive take-home resources, and learn strategies to support learning at home. Strategy's Expected Result/Impact: Parents feel welcome on campus Staff Responsible for Monitoring: Campus Administration <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Plan, advertise, and conduct two Family Academic Nights; review attendance and parent feedback to determine effectiveness and future needs.</td><td>Campus Administration</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: School Culture and Climate 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Plan, advertise, and conduct two Family Academic Nights; review attendance and parent feedback to determine effectiveness and future needs.	Campus Administration	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Plan, advertise, and conduct two Family Academic Nights; review attendance and parent feedback to determine effectiveness and future needs.	Campus Administration	Quarterly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Implement a consistent two-way communication system Class Dojo and Focus communication that includes both school-wide updates and personalized messages from teachers, ensuring parents have regular opportunities to share feedback and ask questions. Strategy's Expected Result/Impact: Parents will be informed of students progress Staff Responsible for Monitoring: ILT <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td></td><td>ILT</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1		ILT	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1		ILT	Quarterly										
Oct	Jan	Mar	May															



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: While Ireland Elementary has established a positive campus culture, chronic absenteeism and behavioral challenges among a small group of students continue to impact instructional time, student engagement, and academic achievement. **Root Cause:** Some students require additional social-emotional, behavioral, and attendance supports to consistently engage in learning and fully benefit from the positive systems and structures established across the campus.

School Organization

Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. **Root Cause:** Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.

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Performance Objective 3: By May 2027, the percentage of students in grades 3-5 who respond favorably on the Engagement domain of the Panorama Student Survey will increase from 43% to 53%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details					Reviews													
Strategy 1: Teachers will implement Social Contracts in grades 3-5, where students can share input on classroom activities, express opinions, and co-create classroom norms and incentives. Strategy's Expected Result/Impact: Students will have a sense of belonging Staff Responsible for Monitoring: Emergent Tree Team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Checking for Social Contracts</td><td>Emergent Tree Team</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 - School Organization 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Checking for Social Contracts	Emergent Tree Team	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Checking for Social Contracts	Emergent Tree Team	Quarterly										
Oct	Jan	Mar	May															

Strategy 2 Details					Reviews													
Strategy 2: Each classroom will establish student job roles and leadership teams (e.g., classroom ambassadors, tech leads, recess leaders). Schoolwide, Avid Ambassadors will meet monthly to offer input on events, activities, and school climate. Strategy's Expected Result/Impact: Students will feel empowered at school. Staff Responsible for Monitoring: Campus Administrative team <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Walkthrough to ensure class jobs are posted.</td><td>Campus Administrative Team</td><td>Quarterly</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Walkthrough to ensure class jobs are posted.	Campus Administrative Team	Quarterly		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Walkthrough to ensure class jobs are posted.	Campus Administrative Team	Quarterly										
Oct	Jan	Mar	May															

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: High economic disadvantage (67.2%), at-risk students (38%), and mobility (18.8%) create academic and support needs. Root Cause: Economic challenges, student mobility, staffing limitations, and high class sizes make consistent individualized support difficult.
School Organization
Problem Statement 1: Inconsistencies in the implementation of campus systems and processes can impact instructional effectiveness and organizational efficiency. Root Cause: Variations in staff experience levels, staffing changes, and the need for continued calibration of campus expectations and procedures contribute to inconsistent implementation of organizational systems.