

Ector County Independent School District

Ireland Elementary

2021-2022 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.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are an open-enrollment campus of PreK-5th grade in Odessa, TX. Our stakeholders are our community members from parents to local business owners that support decision-making on our CIT and campus-wide level. Our special programs include Gifted/Talented, Special Education, Special Education Behavior Support, and ESL. These programs align with our philosophy and belief that ALL students can learn at a high level.

The average class size is 22 students per teacher, PreK is 24 students per teacher & two aides.

This campus has a special education behavior support classroom that was established during the 19-20 school year. It houses one teacher and two aides who provide support to approximately 7 students. With this support, the behavior trends show a decrease in discipline referrals from these students. The implementation of Conscious Discipline gave teachers new strategies to prevent, assess and provide support to students.

The attendance rate for the 19-20 school year was 94.5%. The campus uses Eduphoria to track truancy and parent contacts by teachers, admin, and counselors. The student-level data reveals patterns with the same students/parents having issues with attendance. District interventions were offered as well as contracts with the school. Rewarding attendance by class and grade level was a part of the weekly Monday Morning Mustang Meetings until COVID-19 closure when attendance recording was not required for ADA documentation. Teachers and administration still tracked participation of student engagement in remote

learning using Google Sheets, Class Dojo, Google Classroom, as well as phone calls and district officer well-check visits.

Our Student Group breakdown for 19-20:

Hispanic: 328

White: 163

African American: 23

Asian: 6

Pacific Islander: 2

Two-or-More Races: 9

Male: 281

Female: 250

This compares to the last 3-5 years in that more African American students are enrolled at Ireland today.

Economically Disadvantaged: 233

English Learners: 11

Special Education: 8%

McKinney Vento: 30

Gifted/Talented: 47

Staff Data

2 administrators

1 counselor

27 certified teachers (19-20)

4 paras

State Certified: 27 (20-21)

Alt Certified: 4 (20-21)

There are currently more experienced teachers at Ireland than in the past 2 years. The teachers with Alternative Certificates have completed long-term substitute positions and bring that experience to the classroom.

Demographics Strengths

Economically disadvantaged students do not perform significantly lower than any other demographic student group.

The majority of instructional staff will be certified, either with a state cert or alt cert this year in 21-22. There are currently more experienced teachers in Ireland than in the past 2 years. Half of the current staff have 10 or more years of experience. The instructional facilitators with Alternative Certificates have completed long-term substitute positions and bring that experience to the classroom or those who are coming through OPT will have extensive training and coaching.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Daily communication and engagement with McKinney Vento and Eco Dis students or parents is challenging. **Root Cause:** These families struggle to have access to the internet or consistent cell phone service.

Problem Statement 2: There is a lack of academic growth in K-2nd for both math and reading on the end of year NWEA test. **Root Cause:** There is a lack of training and implementation of the structures within the ELAR and Math curriculum.

Problem Statement 3: The population of special education students is above the state and district percentage. **Root Cause:** There is a failure to implement consistent RTI processes and strategies.

Student Learning

Student Learning Summary

Ireland was on track to show substantial growth on STAAR in 2020 however due to Covid the schools were shut down. Overall, goals were met for each cycle prior to COVID-19 closure in March 2020. DBA data (practice STAAR) showed gains in all domains from the previous year's student performance, especially in 5th grade with math surpassing the growth goal of 70 with an 85 in February. 5th reading met the final goal of 70 in February prior to closure. Without STAAR 2020 to measure Ireland's progress and performance the school rating will remain an F for the 20-21 school year and the campus will continue working with school improvement initiative. Ireland's goal for the 2021 school year was a C rating.

In the 20-21 school year, the district implemented NWEA MAP testing three times. MAP testing showed student growth in both math and reading for grades 3-5. K-2 showed less than projected growth in both reading and math. A summary of STAAR scores is as follows:

3rd Math: 45% Approaches, 14% meets and 4% masters

3rd Reading: 55% Approaches, 25% meets and 8% masters

4th Math: 55% Approaches, 27% meets and 9%masters

4th Reading: 54% approaches, 18% meets and 1%masters

4th Writing: 45% approaches, 13% meets and 3% masters

5th Math: 56% Approaches, 27% meets and 8% masters

5th Reading: 57% Approaches, 23% meets and 15% masters

5th Science: 44% Approaches, 11% meets and 2% masters

Student Learning Strengths

5th Grade math showed growth as indicated on 19-20 DBA and SCAs.

4th Grade Reading and Writing had already exceeded the MOY goals for growth and student performance.

4th Grade and 5th Grade Math STAAR had the highest percentage of 'Meets' being at 27%.

5th Grade Reading STAAR had the highest number of 'Masters' at 15%.

MAP Growth Reports show Ireland being in low achievement and high growth areas for both Math and Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math and reading skills declined for the 20-21 school year. **Root Cause:** COVID-19 closure and the remote learning platform was not successful for most students.

Problem Statement 2: 5th Grade Science STAAR scores were at 11%. **Root Cause:** Inconsistent instruction across lower grade levels.

Problem Statement 3: 4th Grade Reading STAAR scores were at 18%. **Root Cause:** The target goal was focused on growth rather than grade level proficiency.

School Processes & Programs

School Processes & Programs Summary

Ireland has LLI to help close the achievement gap. PLC's and data meetings occur each week for planning, team goal setting, and discussing student data at the granular level. CIA (curriculum, instruction, assessment) extended planning process in place.

The district has provided training for Math and ELAR T.O.T. The Instructional Coach and campus Trainer of Trainers will be rolling this training out to the entire campus during in-service.

School Processes & Programs Strengths

PLC's, DDI, and CIA all are driving growth, depth of knowledge, and capacity for teachers. For 3rd-5th the short cycle and MAP testing show growth as evidence of the increase in growth, knowledge, and capacity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of coverage at the campus level to allow teachers to attend training. **Root Cause:** There are few substitutes available and an inability to use other methods, such as splitting classes, due to Covid restrictions.

Problem Statement 2: SBA growth was lower than projected. **Root Cause:** Inconsistency in teacher feedback and lack of implementation of next action steps during PLC's and data meetings.

Problem Statement 3: Reading growth across grade levels is lower than anticipated. **Root Cause:** Lack of implementation of LLI with fidelity.

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 will be implemented campus-wide to build campus culture and "school family". The school theme for the 21-22 year is 'Reaching for the Stars' and works on encouraging students to take ownership of their learning and challenge themselves.

Based on the data on the Panorama survey, students noticed a change in the school climate and the energy of the teachers. This particular area declined by 16 points in comparison to the first survey. There was also a drop in social awareness by students.

This data also shows that teachers are unsatisfied with the amount of feedback they received on their work. It also shows a lack of communication by campus administration. There was a decline in the enforcement of rules for students who are disrupting learning.

Perceptions Strengths

The positive atmosphere of teachers and students is evident at Ireland Elementary. Implementation of Conscious Discipline and a focus on ALL students' achievement at high levels creates a powerful learning environment.

The Panorama survey shows that teachers felt like Ireland was a place they belong and feel valued. It also shows that they feel included in decisions.

The students feel like there are students and staff that they can count on, no matter what. They also feel like they are supported in their learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is inconsistent communication by campus leaders in regard to campus goals. **Root Cause:** Due to Covid restrictions, meetings were not allowed to be held face to face and other methods had to be used such as email or Zoom.

Problem Statement 2: Staff are unsatisfied with the amount of communication about work and instruction. **Root Cause:** Campus administration is not visible during classroom instruction.

Problem Statement 3: Staff are concerned about the enforcement of behavioral rules for students who are disrupting learning. **Root Cause:** There is not a system in place to designate classroom-managed behavior or administration-managed behavior.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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





Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Ireland student attendance rate will increase from 94.4% to 95% by May 2021

Targeted or ESF High Priority





Evaluation Data Sources: attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Campus will distribute articles, resources regarding attendance to encourage parent awareness. Strategy's Expected Result/Impact: Increased student attendance percentage by May 2021 Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will recognize good student attendance with incentives for students and parents. Strategy's Expected Result/Impact: Increase in overall student attendance by 2% as of May 2021. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of Long Range Facilities Plan that will move the District forward in the future.





Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement universal free feeding to all elementary students. Strategy's Expected Result/Impact: increased attendance and conducive learning environment. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Provide differentiated processes for priority classrooms/students





Evaluation Data Sources: assessment data (MAP testing, formative SCAs & summative STAAR for 2nd, 3rd and 5th, Circle assessment PreK)

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and implement effective transitions for Pre-K, 2nd, 5th grade to maintain academic learning and support the social-emotional learning of students</p> <p>Strategy's Expected Result/Impact: continuity of learning acquisition</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: Conscious Discipline implementation materials - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize dyslexia specialist to address the needs of 504 dyslexic students.</p> <p>Strategy's Expected Result/Impact: Dyslexic students will show growth in reading performance</p> <p>Staff Responsible for Monitoring: Principal, AP, 504 coordinator</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Dyslexia Specialist - State Comp Ed - FTE - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Instructional Specialist to guide teachers in differentiated groups (i.e. LLI) as well as assist with instruction of student groups based on data-driven needs.</p> <p>Strategy's Expected Result/Impact: Student performance in math and reading will increase</p> <p>Staff Responsible for Monitoring: Principal, AP, C&I</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Specialist - Title One School-wide - FTE - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Ireland Elementary School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: student surveys, parent surveys, teacher surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all including Imagine Learning, ClassLink, Schoology, and SeeSaw.</p> <p>Strategy's Expected Result/Impact: Increased capacity in student and teacher technology fluency.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 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.)</p> <p>Strategy's Expected Result/Impact: Increased capacity in student and teacher technology fluency.</p> <p>Increase in student achievement due to individualized learning pathways for students in software programs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Ireland Elementary School will provide a safe and supportive learning environment.

Evaluation Data Sources: student and parent surveys; safety reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures</p> <p>Strategy's Expected Result/Impact: Fast, efficient crisis response</p> <p>Staff Responsible for Monitoring: Principal, Counselor, AP</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Conscious Discipline implementation will support the unique needs of students at various social/emotional levels and support staff's social/emotional wellness as well.</p> <p>Strategy's Expected Result/Impact: continued positive culture at Ireland.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics</p> <p>Strategy's Expected Result/Impact: Safe environment for students</p> <p>Staff Responsible for Monitoring: counselor, principal, assistant principal</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work). Strategy's Expected Result/Impact: Reduced discipline referrals Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities Strategy's Expected Result/Impact: Reduction in inequities (no more than 5% from all) Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.6	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 85% in 2021 to 90% in 2022.

Evaluation Data Sources: Staffing report

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week</p> <p>Strategy's Expected Result/Impact: increase in teacher capacity and retention.</p> <p>Staff Responsible for Monitoring: principal, assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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 of 26% (STAAR 2019) to the overall average of 46% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
 Short Cycle Assessments
 MAP testing
 STAAR 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue & build upon a consistent process to disaggregate data and monitor data through PLCs and grade level RELAY protocol data meetings</p> <p>Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will utilize instructional specialists, consultant to assist teachers in creating engaging lessons with effective questioning strategies that align with district initiatives in CIA extended planning sessions.</p> <p>Strategy's Expected Result/Impact: Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test:</p> <p>Capacity in math teachers will be evident in walk through data as well as student performance data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of Math Talks campus wide utilizing instructional specialist modeling and district cohort member modeling.</p> <p>Strategy's Expected Result/Impact: Increase in student outcomes demonstrating growth in numeracy and fluency as demonstrated on STAAR 2021, short cycle assessments and formative assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will conduct tutorials before or after school to support extending the learning for students.</p> <p>Strategy's Expected Result/Impact: Increase in student scores in core subjects.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: Students achieving Masters Standard on state assessments will increase from 11% (2019 STAAR) to 21% across tested grade levels and content areas by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
 Short Cycle Assessments
 MAP testing
 STAAR 2021

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test:</p> <p>Increased capacity in math teachers will be evident in walk through data as well as student performance data.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional specialist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
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Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Students achieving Meets Standard on the state assessments in Reading will increase by 15% by May 2021.

3rd Grade Reading: From 2019 32% to 47%

4th Grade Reading: From 2019 25% to 40%

5th Grade Reading: From 2019 32% to 42%

4th Grade Writing: From 2019 14% to 29%





Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy

Short Cycle Assessments

MAP testing

STAAR 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a consistent process to disaggregate data and monitor data through PLCs and grade level data meetings.</p> <p>Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction.</p> <p>Students for all tested grades will achieve the Meets Standard on reading short cycle assessments, release tests and STAAR 2021 at improved rate of 15%.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Students achieving Meets Standard on the state assessments in Math will increase from 30% (2019 STAAR) to 46% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy

Short Cycle Assessments

MAP testing

STAAR 2021





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will utilize instructional specialists, consultant to assist teachers in creating engaging lessons with effective questioning strategies that align with district initiatives in CIA extended planning sessions.</p> <p>Strategy's Expected Result/Impact: Students for all tested grades will achieve the Meets Standard in math on short cycle assessments, released test and STAAR test:</p> <p>Increased capacity in math teachers will be evident in walk through data as well as student performance data.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, instructional specialist</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students K-5 reading on or above grade level will increase from 57% (2019) to 75% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
 MAP testing
 Imagine Learning Assessments
 Short Cycle Assessments
 STAAR 2021

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will utilize LLI intervention curriculum and Imagine Learning with fidelity. Strategy's Expected Result/Impact: Student learning gaps will be closed, which will be reflected in Image Learning reading assessments, reading short cycle assessments, MAP assessments, district benchmarks and STAAR 2021. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide tutorials for students before or after school to extend their learning and assist in reaching performance goals in core subjects. Strategy's Expected Result/Impact: Student performance data will increase with additional small group instruction. Staff Responsible for Monitoring: admin, teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy

Short Cycle Assessments

MAP testing





STAAR 2021

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Performance Objective :Ireland student attendance rate will increase from 95% to 96% by May 2021

Targeted or ESF High Priority

Evaluation Data Sources: Monthly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Campus will distribute articles, resources regarding attendance to encourage parent awareness. Strategy's Expected Result/Impact: Increased student attendance percentage by May 2021 Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will recognize good student attendance with incentives for students and parents. Strategy's Expected Result/Impact: Increased overall student attendance by 1% in May 2021. Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Dyslexia Specialist	FTE	\$75,000.00
Sub-Total					\$75,000.00
Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Conscious Discipline implementation materials		\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Instructional Specialist	FTE	\$75,000.00
Sub-Total					\$75,000.00
Grand Total					\$150,000.00

Addendums