Ector County Independent School District

Ireland Elementary

2025-2026 Board Goals/Performance Objectives/Strategies

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 2026 the % of students performing at the Meets level on 3-5 Math Staar will increase from 32%- 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 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%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Staar Summative Scores 2026

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.	**Formative**			**Summative**
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:** Campus Instructional Leadership team **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Tutoring - Title One School- Improvement - $16,500, Reach Associate - Title One School-wide - $99,000	**Oct**	**Jan**	**Mar**	**May**

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Emphasize academic vocabulary, justifying answers using mathematical reasoning, and practicing stamina-building tasks. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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 2026 the % of students performing at the Meets level on 3rd - 5th Reading Staar will increase from 41% 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 2026

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).		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
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:** Instructional Leadership Team and MCL **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 **Funding Sources:** Lead Forward Training - Title One School-wide - $10,000					

Strategy 2 Details	Reviews			
Strategy 2: Schoolwide launch of a daily Tier 2 & Tier 3 vocabulary routine in reading classrooms using visual supports, sentence stems, and context-based practice.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Vocabulary acquisition and academic language use will improve, allowing students to better understand STAAR questions and respond with precision. **Staff Responsible for Monitoring:** Campus Instructional Leadership, MCL **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

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 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 13% 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 Summative 2026

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).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Curriculum, Instruction, and Assessment 1				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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: Campus Leadership Team
 	
    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
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
Problem Statements: Student Achievement 1				

⬤ 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 percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 52% to 56%

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%, 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: EOY MAP, Iready Diagnostics

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).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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 MAP and i-Ready.
     Staff Responsible for Monitoring: Campus Leadership Team, MCL
 	
     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
  - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
     Problem Statements: Student Achievement 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 lessons, MAP RIT skill packets, or teacher-led reteach based on progress monitoring.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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:** Campus Leadership Team, Campus Team Leads, MCL **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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

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 2: 2. The % K-3 students will show growth from 46 % to 52% on their READING MAP ASSESSMENT.

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%, 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 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: EOY MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers provide daily guided reading using structured routines and progress-monitor every 6-8 weeks to regroup students based on updated data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased Growth on EOY MAP Reading **Staff Responsible for Monitoring:** Campus Instructional Leadership, MCL, Team Leads **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 **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
Strategy 2: Team Leads and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in Growth on EOY MAP **Staff Responsible for Monitoring:** Campus Instructional Leadership, MCL, Team Leads **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:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** MTRT - Title One Instructional Continuity - $12,000, MTRT - Title One Instructional Continuity - $12,000				

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 3: 3. The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 29% to 48%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, 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.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Instructional Leadership, MCL, Team Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Implement weekly data meetings in PLCs focused on i-Ready usage, lesson completion, and performance by TEKS cluster.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Data Driven Instruction **Staff Responsible for Monitoring:** Campus Leadership Team, MCL, Team Leads **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** MCL 1 - Title One Instructional Continuity - $15,000				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: By May 2026, 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.

HB3 Board Goal

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will become organized and ready to learn **Staff Responsible for Monitoring:** Avid Coordinator **Problem Statements:** School Culture and Climate 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will learn what career paths are **Staff Responsible for Monitoring:** Avid Coordinator **Problem Statements:** Family and Community Engagement 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

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

HB3 Board Goal

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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
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:** Campus Leadership Team, Team Leads **Title I:** 2.531 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1					

Strategy 2 Details		Reviews			
Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus **Staff Responsible for Monitoring:** Campus Instructional Leadership Team, Team Leads **Title I:** 2.531 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1					

No Progress   Accomplished   Continue/Modify   Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: 2. Student daily attendance will increase from 91.2 %to 95%.

HB3 Board Goal

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.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Attendance will Increase **Staff Responsible for Monitoring:** Data Clerk and Campus Administration **Problem Statements:** Family and Community Engagement 1				

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.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student attendance will increase. **Staff Responsible for Monitoring:** Campus Administration/Data Clerk **Problem Statements:** Family and Community Engagement 1				

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 4: By May 2026, 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%.

HB3 Board Goal

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: 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:** Campus Leadership team **Problem Statements:** School Culture and Climate 1	**Formative**			**Summative**
	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 **Problem Statements:** School Culture and Climate 1	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 5: By May of 2026 disciplinary infractions will decrease from 10% of the student population to 5%.

HB3 Board Goal

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 a 3-tier PBIS framework. Staff will recognize positive behavior through a consistent reward system (e.g., Mustang Bucks, shout-outs), and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student discipline will decrease. **Staff Responsible for Monitoring:** Campus Administrative Team **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** School Culture and Climate 1				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Discipline will Decrease **Staff Responsible for Monitoring:** Campus Administrative Team **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** School Culture and Climate 1				

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2026 disciplinary infractions will decrease from 10% of the student population to 5%

    HB3 Board Goal

    Evaluation Data Sources: Focus Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using a 3-tier PBIS framework. Staff will recognize positive behavior through a consistent reward system (e.g., Mustang Bucks, shout-outs), and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Student discipline will decrease.
   Staff Responsible for Monitoring: Campus Administrative Team
 	
   Problem Statements: Student Achievement 1				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Discipline will Decrease
   Staff Responsible for Monitoring: Campus Administrative Team
 	
   Problem Statements: School Culture and Climate 1				

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Board Goal 4: Classroom Excellence

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

HB3 Board Goal

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Schoolwide expectations will be explicitly taught and reinforced using a 3-tier PBIS framework. Staff will recognize positive behavior through a consistent reward system (e.g., Mustang Bucks, shout-outs), and Tier 2 interventions (like behavior contracts or check-in/check-out) will be provided for students with repeated infractions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student discipline will decrease. **Staff Responsible for Monitoring:** Campus Administrative Team **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Culture and Climate 1				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Discipline will Decrease **Staff Responsible for Monitoring:** Campus Administrative Team **Title I:** 2.531 **Problem Statements:** School Culture and Climate 1				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, 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.

    HB3 Board Goal

    Evaluation Data Sources: end of year staffing reports

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will feel supported **Staff Responsible for Monitoring:** Campus Administrative team **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** School Organization 1				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: School Culture will increase **Staff Responsible for Monitoring:** Campus Instructional Leadership Team **Title I:** 2.531 **Problem Statements:** School Organization 1				

⭕ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Board Goal 5: Culture of Excellence

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

HB3 Board Goal

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.	**Formative**			**Summative**
	Oct	Jan	Mar	May
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:** Campus Leadership Team, Team Leads **Title I:** 2.531 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus **Staff Responsible for Monitoring:** Campus Instructional Leadership Team, Team Leads **Title I:** 2.531 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, 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, establishing baseline data to inform future engagement goals.

HB3 Board Goal

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 **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Family and Community Engagement 1 **Funding Sources:** Supplies for Family night - Title One School-wide - $3,000				**Formative**			**Summative**
				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:** Campus Administration **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Family and Community Engagement 1				**Formative**			**Summative**
				Oct	Jan	Mar	May

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2026, 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%.

HB3 Board Goal

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:** Campus Leadership team **Problem Statements:** School Culture and Climate 1	**Formative**			**Summative**
	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 **Problem Statements:** School Culture and Climate 1	**Formative**			**Summative**
	Oct	Jan	Mar	May

No Progress   Accomplished   Continue/Modify   Discontinue