Ector County Independent School District

Ireland Elementary

Improvement Plan

2020-2021

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, ESL. These programs align with our philosophy and belief that ALL students can learn at a high level.

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

Our behavior trends show a decrease in referrals from 18-19 to 19-20. A special education behavior support classroom was established in 2019-20 with one teacher and 2 aides. There were 3 students assigned to DAEP during 2019-20, one of which was mandatory. The implementation of Conscious Discipline gave teachers new strategies to prevent, assess and deal with student behaviors.

The student mobility rate at Ireland is

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 counselor. 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 admin. 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.

All instructional staff will be certified, either with a state cert or alt cert this year in 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Reaching McKinney Vento and Eco Dis students for engagement during remote learning is a challenge. **Root Cause:** These students do not all have broadband internet to suffice online learning .

Student Learning

Student Learning Summary

Ireland was on track to show substantial growth on STAAR in 2020. Overall, goals were met for each cycle prior to COVID-19 closure in March. 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 will meet an overall C rating for 2021.

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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math and reading skills decline is forecasted for the 20-21 school year. **Root Cause:** COVID-19 closure and remote learning was not successful for every student.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

PLC's, DDI, and CIA all are driving growth and depth of knowledge and capacity for teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers will have varied schedules and modes of instruction. **Root Cause:** Hybrid and remote learning due to COVID-19 precautions will create collaboration scheduling challenges.

Perceptions

Perceptions Summary

Ireland believes that all students are capable of learning and achieving greatness. Students come first at Ireland and teachers have a "whatever it takes" attitude. Conscious Discipline principles of "wishing well" will be implemented campus wide to build campus culture and "school family". A growth mindset the power of YET will be the school theme for the 20-21 school year.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Conscious Discipline routines will have to change for 20-21 **Root Cause:** COVID-19 concerns means many of the tenets of CD cannot be employed in the same way.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Special education population, including performance, discipline, attendance, and mobility
- 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
- Equity Data
- Highly qualified 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
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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 95% to 97% by May 2021

Targeted or ESF High Priority

Evaluation Data Sources: attendance reports

Summative Evaluation: None

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		**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 3: Positive School Culture		**Summative**
		May
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.		**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 3: Positive School Culture		**Summative**
		May

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

Summative Evaluation: None

Strategy 1: Implement universal free feeding to all elementary students.		Formative
Strategy's Expected Result/Impact: increased attendance and conducive learning environment.		**Formative**
Staff Responsible for Monitoring: Principal		**Oct**
Title I Schoolwide Elements: 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 3: Positive School Culture		**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

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)

Summative Evaluation: None

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		
Strategy's Expected Result/Impact: continuity of learning acquisition		**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal, teachers		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** Conscious Discipline implementation materials Title One School-Improvement	**Mar**
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Summative**
Comprehensive Support Strategy		**May**
Targeted Support Strategy		

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

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

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

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all including Imagine Learning, ClassLink, Google Classroom and SeeSaw.		
Strategy's Expected Result/Impact: Increased capacity in student and teacher technology fluency.		**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

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.)		
Strategy's Expected Result/Impact: Increased capacity in student and teacher technology fluency. Increase in student achievement due to individualized learning pathways for students in software programs.		**Formative**
		Oct
Staff Responsible for Monitoring: Principal, Assistant principal		**Jan**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue		

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

Evaluation Data Sources: student and parent surveys; safety reports

Summative Evaluation: None

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.		
Strategy's Expected Result/Impact: None		**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

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		
Strategy's Expected Result/Impact: Fast, efficient crisis response		**Formative**
Staff Responsible for Monitoring: Principal, Counselor, AP		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

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.

		Formative
Strategy's Expected Result/Impact: continued positive culture at Ireland.		**Oct**
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 3: Positive School Culture		**Summative**
		May

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

		Formative
Strategy's Expected Result/Impact: Safe environment for students		**Oct**
Staff Responsible for Monitoring: counselor, principal, assistant principal		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

|		Formative
Strategy's Expected Result/Impact: Reduced discipline referrals		**Oct**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor		
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

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)	**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal	**Oct**
Title I Schoolwide Elements: 2.6 **Problem Statements:** None	**Jan**
TEA Priorities: None **Funding Sources:** None	**Mar**
ESF Levers: None	**Summative**
	May

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

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 2020 to 90% in 2021.

Evaluation Data Sources: Staffing report

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week		Formative
Strategy's Expected Result/Impact: increase in teacher capacity and retention.		**Oct**
Staff Responsible for Monitoring: principal, assistant principal		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Mar**
ESF Levers: Lever 2: Effective, Well-Supported Teachers		**Summative**
Targeted Support Strategy		**May**

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

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 26% (STAAR 2019) to the overall average of 46% by May 2021.

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Continue & build upon a consistent process to disaggregate data and monitor data through PLCs and grade level RELAY protocol data meetings			
Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction.			**Formative**
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%.			**Oct**
			Jan
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist			**Mar**
Title I Schoolwide Elements: 2.4		**Problem Statements:** None	**Summative**
TEA Priorities: Build a foundation of reading and math		**Funding Sources:** None	**May**
ESF Levers: Lever 5: Effective Instruction			
Targeted Support Strategy			

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.		
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: Capacity in math teachers will be evident in walk through data as well as student performance data.		**Formative** **Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist		
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Summative** **May**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum		
Targeted Support Strategy		

Strategy 3: Implementation of Math Talks campus wide utilizing instructional specialist modeling and district cohort member modeling.		
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.		**Formative** **Oct** **Jan**
Staff Responsible for Monitoring: Principal, Assistant Principal		
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Summative** **May**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Targeted Support Strategy		

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

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

Summative Evaluation: None

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.		
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: Increased capacity in math teachers will be evident in walk through data as well as student performance data.		**Formative** **Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Principal, assistant principal, instructional specialist		
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Summative**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**May**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Targeted Support Strategy		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

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% 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

Summative Evaluation: None

Strategy 1: Implement a consistent process to disaggregate data and monitor data through PLCs and grade level data meetings.			
Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction.			**Formative**
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%.			**Oct**
			Jan
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialists			**Mar**
Title I Schoolwide Elements: 2.4		**Problem Statements:** None	**Summative**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		**Funding Sources:** None	**May**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			
Targeted Support Strategy			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Summative Evaluation: None

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.		
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: Increased capacity in math teachers will be evident in walk through data as well as student performance data.		**Formative**
		Oct
		Jan
Staff Responsible for Monitoring: Principal, assistant principal, instructional specialist		**Mar**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Summative**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**May**
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		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

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

Summative Evaluation: None

Strategy 1: The campus will utilize LLI intervention curriculum and Imagine Learning with fidelity.		Formative
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.		**Oct**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist		**Jan**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Mar**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** None	**Summative**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**May**
Targeted Support Strategy		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

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

Summative Evaluation: None

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

Summative Evaluation: None

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		**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk		**Oct**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 3: Positive School Culture		**Summative**
		May

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.		**Formative**
Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		May

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

Campus Funding Summary

			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
				Grand Total	$0.00

Addendums