

# **Ector County Independent School District**

## **Ireland Elementary**

### **2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Texas Education Agency  
 2020-21 STAAR Performance  
 IRELAND EL (068901114) - ECTOR COUNTY ISD - ECTOR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																
<b>Grade 3 Reading</b>																
At Approaches Grade Level or Above	2021	67%	56%	57%	*	56%	65%	-	*	*	-	30%	*	55%	64%	54%
	2019	76%	66%	67%	*	69%	63%	-	*	-	*	33%	*	69%	64%	62%
At Meets Grade Level or Above	2021	39%	26%	28%	*	25%	39%	-	*	*	-	20%	*	28%	27%	29%
	2019	45%	35%	35%	*	31%	37%	-	*	*	-	17%	*	36%	32%	40%
At Masters Grade Level	2021	19%	12%	9%	*	13%	4%	-	*	*	-	0%	*	8%	18%	13%
	2019	27%	19%	14%	*	13%	10%	-	*	-	*	17%	*	16%	9%	15%
<b>Grade 3 Mathematics</b>																
At Approaches Grade Level or Above	2021	62%	53%	45%	*	46%	52%	-	*	*	-	20%	*	45%	45%	46%
	2019	79%	65%	65%	*	65%	60%	-	*	-	*	33%	*	66%	64%	60%
At Meets Grade Level or Above	2021	31%	22%	16%	*	19%	13%	-	*	*	-	0%	*	15%	18%	15%
	2019	49%	35%	22%	*	15%	27%	-	*	*	-	17%	*	25%	14%	21%
At Masters Grade Level	2021	14%	8%	4%	*	4%	4%	-	*	*	-	0%	*	5%	0%	4%
	2019	25%	16%	10%	*	8%	7%	-	*	-	*	0%	*	13%	5%	12%

<b>Grade 4 Reading</b>																
At Approaches Grade Level or Above	2021	63%	48%	56%	*	62%	46%	-	*	-	-	36%	60%	53%	69%	51%
	2019	75%	64%	53%	*	56%	53%	-	*	-	-	11%	*	59%	43%	43%
At Meets Grade Level or Above	2021	36%	23%	19%	*	12%	35%	-	*	-	-	9%	0%	13%	46%	16%
	2019	44%	33%	26%	*	26%	30%	-	*	-	-	11%	*	29%	20%	17%
At Masters Grade Level	2021	17%	9%	1%	*	2%	0%	-	*	-	-	0%	0%	0%	8%	2%
	2019	22%	14%	14%	*	13%	17%	-	*	-	-	0%	*	15%	11%	7%
<b>Grade 4 Mathematics</b>																
At Approaches Grade Level or Above	2021	59%	51%	56%	*	57%	58%	-	*	-	-	27%	60%	50%	83%	52%
	2019	75%	65%	52%	*	51%	57%	-	*	-	-	33%	*	53%	51%	43%
At Meets Grade Level or Above	2021	36%	25%	29%	*	33%	27%	-	*	-	-	9%	20%	23%	58%	29%
	2019	48%	34%	32%	*	32%	37%	-	*	-	-	22%	*	37%	23%	26%
At Masters Grade Level	2021	21%	12%	10%	*	10%	12%	-	*	-	-	0%	0%	5%	33%	7%
	2019	28%	17%	15%	*	15%	17%	-	*	-	-	0%	*	15%	14%	5%

<b>Grade 5 Reading+</b>																
At Approaches Grade Level or Above	2021	73%	61%	54%	*	55%	41%	-	*	*	*	29%	*	52%	63%	54%
	2019	86%	76%	74%	100%	76%	65%	-	*	-	-	*	*	74%	73%	70%
At Meets Grade Level or Above	2021	46%	33%	23%	*	20%	18%	-	*	*	*	14%	*	23%	21%	26%
	2019	54%	38%	30%	50%	26%	35%	-	*	-	-	*	*	31%	27%	30%
At Masters Grade Level	2021	30%	20%	15%	*	14%	9%	-	*	*	*	7%	*	17%	14%	14%
	2019	30%	20%	15%	*	14%	9%	-	*	*	*	7%	*	17%	14%	14%

At Masters Grade Level	2021	30%	20%	10%	0%	14%	9%	-	-	-	-	7%	-	17%	11%	14%	-
2019	29%	16%	10%	0%	13%	8%	-	*	-	-	-	*	*	11%	8%	13%	*
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	63%	54%	*	48%	50%	-	*	*	*	43%	*	56%	47%	60%	*
2019	90%	81%	80%	83%	83%	77%	-	*	-	-	-	*	*	80%	81%	78%	*
At Meets Grade Level or Above	2021	44%	36%	28%	*	26%	23%	-	*	*	*	29%	*	30%	21%	34%	*
2019	58%	43%	36%	50%	31%	42%	-	*	-	-	-	*	*	39%	27%	40%	*
At Masters Grade Level	2021	25%	18%	9%	*	4%	5%	-	*	*	*	0%	*	8%	11%	9%	*
2019	36%	23%	17%	33%	15%	19%	-	*	-	-	-	*	*	18%	15%	20%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	49%	41%	*	36%	41%	-	*	*	*	29%	*	39%	47%	46%	*
2019	75%	59%	47%	33%	51%	42%	-	*	-	-	-	*	*	48%	42%	44%	*
At Meets Grade Level or Above	2021	31%	20%	10%	*	8%	5%	-	*	*	*	0%	*	7%	21%	6%	*
2019	49%	33%	15%	0%	17%	15%	-	*	-	-	-	*	*	13%	19%	15%	*
At Masters Grade Level	2021	13%	7%	3%	*	2%	0%	-	*	*	*	0%	*	2%	5%	6%	*
2019	24%	14%	3%	0%	6%	0%	-	*	-	-	-	*	*	3%	4%	0%	*

<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	52%	51%	41%	51%	49%	-	75%	80%	100%	29%	54%	49%	60%	51%	46%
2019	78%	63%	59%	59%	60%	57%	-	42%	-	*	28%	57%	61%	54%	52%	36%	
At Meets Grade Level or Above	2021	41%	25%	21%	7%	19%	23%	-	50%	60%	50%	11%	17%	18%	30%	21%	38%
2019	50%	32%	26%	21%	23%	31%	-	33%	-	*	16%	35%	28%	21%	25%	23%	
At Masters Grade Level	2021	18%	9%	7%	7%	6%	5%	-	38%	20%	33%	1%	6%	6%	11%	7%	31%
2019	24%	12%	11%	7%	10%	11%	-	25%	-	*	4%	22%	12%	8%	9%	14%	



## Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022  
District: Ector County ISD

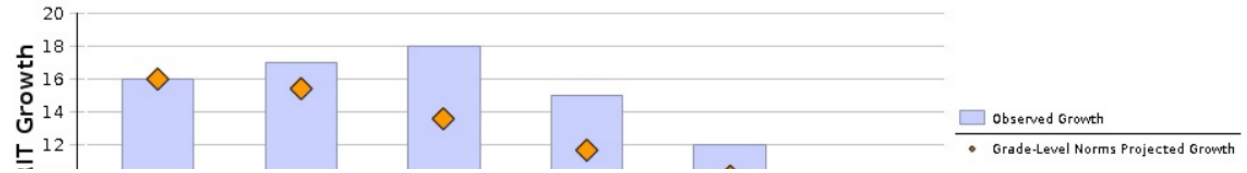
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2021 - Spring 2022  
Weeks of Instruction: Start - 4 (Fall 2021)  
End - 30 (Spring 2022)  
Grouping: None  
Small Group Display: No

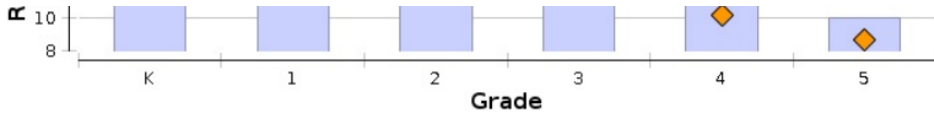
### Ireland Elementary School

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	59	142.5	10.2	71	158.6	12.5	69	16	1.0	16.0	0.04	52	59	33	56	55	
1	53	159.5	12.7	46	176.8	14.1	59	17	0.8	15.4	0.81	79	53	39	74	67	
2	66	176.5	11.2	60	194.1	12.9	81	18	0.8	13.6	1.91	97	66	51	77	74	
3	72	185.6	12.0	31	200.3	13.3	50	15	0.9	11.7	1.52	94	72	48	67	70	
4	62	197.0	12.4	35	209.0	14.5	46	12	0.7	10.1	1.03	85	62	38	61	62	
5	70	205.8	16.1	32	215.7	17.0	39	10	0.7	8.7	0.58	72	70	41	59	56	

### Math: Math K-12





## Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022  
District: Ector County ISD

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2021 - Spring 2022  
Weeks of Instruction: Start - 4 (Fall 2021)  
End - 30 (Spring 2022)

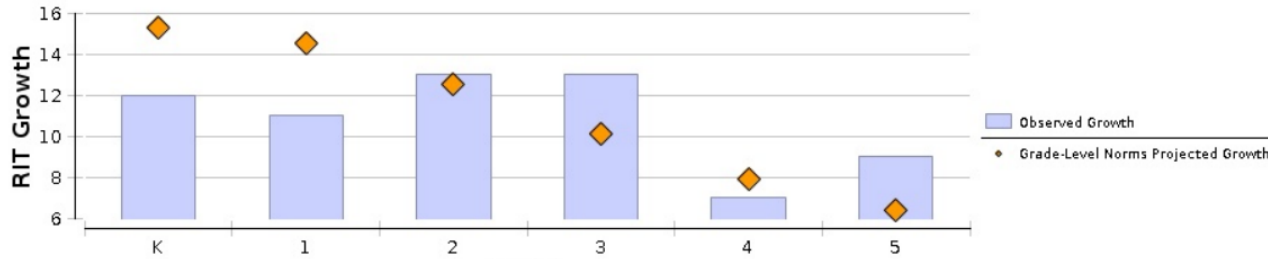
Grouping: None  
Small Group Display: No

### Ireland Elementary School

Language Arts:  
Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth		Growth Evaluated Against							
		Fall 2021			Spring 2022			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	57	137.2	8.8	54	149.6	10.9	33	12	1.1	15.3	-1.27	10	57	22	39	40	
1	53	154.3	10.9	38	165.2	13.8	20	11	1.2	14.5	-1.54	6	53	20	38	30	
2	66	169.0	12.3	30	182.0	13.2	34	13	0.9	12.5	0.20	58	66	40	61	53	
3	72	185.8	14.7	45	198.8	15.4	61	13	1.1	10.1	1.46	93	72	46	64	63	
4	63	196.0	13.4	46	203.5	12.7	44	7	1.1	7.9	-0.22	41	63	29	46	44	
5	69	202.3	15.1	38	210.8	15.8	50	9	1.0	6.4	1.15	87	69	47	68	64	

### Language Arts: Reading



## Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022  
District: Ector County ISD

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2021 - Spring 2022  
Weeks of Instruction: Start - 4 (Fall 2021)  
End - 30 (Spring 2022)

Grouping: None  
Small Group Display: No

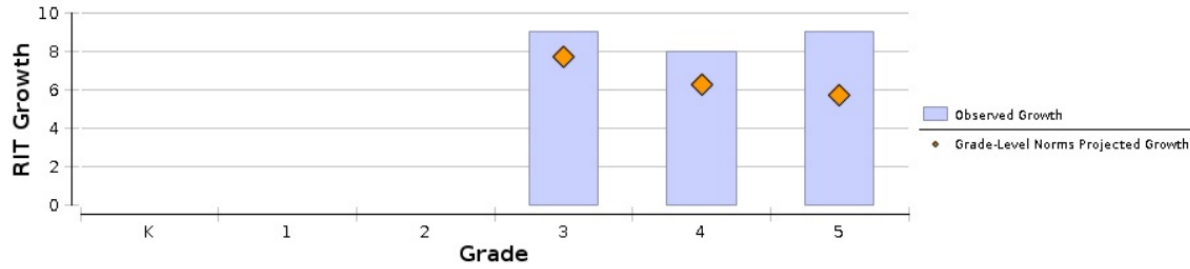
### Ireland Elementary School

Science: Science K-12

Grade (Spring 2022)	Total Number of	Comparison Periods						Growth		Growth Evaluated Against							
		Fall 2021			Spring 2022			Observed	Observed Growth	Grade-Level Norms			Student Norms				
		Mean RIT	Standard	Achievement	Mean RIT	Standard	Achievement			Projected School	School Conditional	School Conditional	Number of Students With	Number of Students Who Met	Percentage of Students	Student Median Conditional	

Grade	Growth Events	Score	Deviation	Percentile	Score	Deviation	Percentile	Growth	SE	Growth	Growth Index	Growth Percentile	Growth Projections	Their Growth Projection	Who Met Growth Projection	Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	72	187.8	10.4	50	197.0	10.5	60	9	0.8	7.7	0.67	75	72	45	63	59
4	62	196.7	9.1	64	204.6	10.4	74	8	0.8	6.2	0.88	81	62	40	65	62
5	69	200.4	10.6	51	209.5	12.0	72	9	0.7	5.7	1.72	96	69	54	78	70

Science: Science K-12



Student Scores - May 2022 STAAR Grade 3 Reading Preliminary

	May 2022 STAAR Grade 3 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Special Ed Indicator	5	1493	80%	60%	40%	
<b>IRELAND ELEM SCHOOL</b>	77	1437	74.03%	42.86%	24.68%	
Economic Disadvantage	44	1398	65.91%	34.09%	15.91%	
Black/African American	3	1387	66.67%	66.67%	0%	
Hispanic	57	1438	73.68%	43.86%	26.32%	
White	17	1441	76.47%	35.29%	23.53%	
Currently Emergent Bilingual	4	1583	100%	100%	75%	
Special Ed Indicator	15	1332	60%	13.33%	0%	

Student Scores - May 2022 STAAR Grade 3 Mathematics Preliminary

	May 2022 STAAR Grade 3 Mathematics Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
<b>IRELAND ELEM SCHOOL</b>	77	1425	64.94%	42.86%	20.78%	05/10/22
Economic Disadvantage	44	1399	56.82%	36.36%	20.45%	05/10/22
Black/African American	3	1348	33.33%	33.33%	33.33%	05/10/22
Hispanic	57	1430	66.67%	43.86%	21.05%	05/10/22
White	17	1422	64.71%	41.18%	17.65%	05/10/22
Currently Emergent Bilingual	4	1569	100%	100%	25%	05/10/22
Special Ed Indicator	15	1319	26.67%	13.33%	6.67%	05/10/22



	May 2022 STAAR Grade 4 Mathematics Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	
<b>IRELAND ELEM SCHOOL</b>	66	1500	63.64%	28.79%	12.12%	
Economic Disadvantage	38	1477	50%	21.05%	15.79%	
Black/African American	4	1380	25%	0%	0%	
Hispanic	47	1513	65.96%	34.04%	14.89%	
White	15	1492	66.67%	20%	6.67%	
Currently Emergent Bilingual	2	1738	100%	100%	50%	

<b>IRELAND ELEM SCHOOL</b>	67	1492
Economic Disadvantage	39	1486
Black/African American	4	1419
Hispanic	47	1493
White	16	1508
Currently Emergent Bilingual	2	1596
Special Ed Indicator	9	1410

	May 2022 STAAR Grade 5 Mathematics Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
IRELAND ELEM SCHOOL	75	1585	74.67%	40%	20%	05/10/22
Economic Disadvantage	36	1598	86.11%	33.33%	19.44%	05/10/22
Black/African American	1	1518	100%	0%	0%	05/10/22
Hispanic	47	1583	76.60%	40.43%	19.15%	05/10/22
White	27	1591	70.37%	40.74%	22.22%	05/10/22
Currently Emergent Bilingual	1	1476	0%	0%	0%	05/10/22
Special Ed Indicator	12	1507	50%	25%	8.33%	05/10/22

#### Demographics Strengths

The 2021-2022 cohort of 5th students made high growth in the areas of reading (masters, from 14% to 25%) and math (masters, 5% to 20%).

The 2021-2022 cohort of 3rd grade students made high growth in the areas of reading (masters, from 7% to 25%), and math (masters, 8% to 21%).

STAAR Growth 2021-2022			
MATH	2021	2022	CHANGE
5 <sup>TH</sup>	48%	75%	<b>+27%</b>
4 <sup>TH</sup>	57%	64%	<b>+7%</b>
3 <sup>RD</sup>	55%	65%	<b>+10%</b>



ELAR	2021	2022	CHANGE
5 <sup>TH</sup>	55%	87%	+32%
4 <sup>TH</sup>	54%	72%	+18%
3 <sup>RD</sup>	55%	74%	+19%
SCIENCE	2021	2022	CHANGE
5 <sup>TH</sup>	43%	58%	+15%

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Less than 100% of students made adequate growth in reading as measured by MAP, STAAR, iStation, or SCAs. **Root Cause:** Our diverse population of students enters school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

**Problem Statement 2:** Teachers are not differentiating between students who are ready for higher-order skills. **Root Cause:** Lack of focus on higher-order thinking skills has led to lack of student mastery in all subject areas.

**Problem Statement 3:** Students are not developing higher-level critical thinking. **Root Cause:** Teachers are not consistently planning for critical thinking opportunities in their lesson plans.

**Problem Statement 4 (Prioritized):** 33% of Ireland Elementary 4th grade students performed at Meets Grade Level on STAAR Reading in 2022. **Root Cause:** Students are not proficient in phonological awareness and were slow to develop the skill throughout the year, and common reading strategies from PK-5th grade are not aligned.

**Problem Statement 5 (Prioritized):** 28% of Ireland Elementary 4th grade students performed at Meets Grade Level on STAAR Math in 2022. **Root Cause:** Students are not proficient in basic math fact fluency and were slow to develop this skill, and common problem-solving strategies from PK-5th grade are not aligned.

**Problem Statement 6 (Prioritized):** Students leaving Kindergarten and 1st grade are showing a lack of progress in literacy elements, including phonological awareness, letter knowledge, alphabetic decoding, and spelling/word analysis. **Root Cause:** Teachers showed a lack of knowledge and fidelity with district curriculum, as well as the lack of use of intervention strategies in reading.

## School Processes & Programs

### School Processes & Programs Summary

An Instructional coach is available to assist classroom teachers: with curriculum, instruction, technology, etc. Our district HR department works diligently with campus admin to recruit needed staff members and make those candidates available to us through the TalentEd recruiting software program. The professional development and resources needed are numerous and vary based on the services that educators provide. The needs are identified by conferencing personally with teachers. The ECISD curriculum is aligned with the TEKS and ELPS standards through the Scope and Sequence from TEKS Resource System.

Short Cycle Assessments are used to measure student achievement from unit to unit. Tests are made by curriculum specialists which are aligned and cover a spectrum of TEKS. The results are used to show areas that may need to be retaught and students that need extra help to achieve mastery. The assessments are tightly aligned with the written and taught curriculum and they include higher order thinking and multi-step processing problems.

Differentiation and scaffolding are implemented through the use of research-based strategies. These strategies include using hands-on activities, manipulatives, and small group instruction. Professional learning communities consist of grade level teachers, principal, assistant principal, instructional coaches, and special education teachers. Vertical planning teams also met once a semester monthly to discuss curriculum alignment and implementation. Student progress is reviewed and struggling learners are targeted. When students are not showing progress, interventions are put into place, parents are contacted, and skills are analyzed and assessed in order to develop a plan of intervention. Both teachers and students participate in goal setting to increase student performance and students are encouraged to monitor their own academic progress. Content and language objectives are communicated through the "We will" and "I can" statements.

The master schedule is being changed to incorporate multiple-day PLC times for each grade level in order to effectively plan for student success and allow for data meetings as well.

The curriculum adopted by the district is accessible to all teachers. Curriculum specialists at the district level assist teachers in all content areas. In addition to campus administrators, our campus instructional reading and math coaches assist with curriculum needs and questions. Students with chronic absences were referred attendance contract that made consistent contact with parents and met with parents in order to promote campus communication in order to work with families and better support our students. More staff have been added in order to allow for small group instruction.

### School Processes & Programs Strengths

Ireland Elementary is effective in communicating instructional initiatives set by the district and school with all instructional personnel. We are committed to continuous improvement by staying relevant with instructional practices. We adhere to the district's instructional

expectations. PLCs where planning and sharing among all stakeholders are evident. District curriculum goals and mandates are shared by administrators and instructional specialists. Training and assistance are provided by school and district curriculum and instruction support personnel as well as the technology department. Fidelity to the district curriculum is evident through continued monitoring of instruction. We use online instructional resources such as TEKS Resource System and Lead4ward to clarify state standards and state assessment blueprints.

Our teachers are competent in providing instruction aligned to TEKS. Ireland Elementary has a legacy of fostering committed and caring instructors that work with efficacy. They have a wealth of knowledge and dedication to the field of education. All teachers are supported by administrators and other support personnel to achieve instructional goals. Attendance to professional development is expected of all instructors and support staff. Teachers attend professional development provided by the district. Virtual training by C & I department. Extensive technology training by district instructional technology department and assigned digital learning specialist. This continuous support fosters a positive working environment for all personnel. Cultivating a positive working environment is constructed by all stakeholders.

Ireland Elementary follows all guidelines set by state and district in implementing all instructional programs. Instructional programming for all demographics including ESL, GT, Special Education, and all general populations is adhered to and supported by all stakeholders. Action plans are developed to meet the needs of all learners. Intervention plans are required of all teachers to identify students in need of assistance. RTI procedures are followed and monitored periodically. Tutorial programming is available and interventions during the day are embedded in all grade levels. Technology programs such as IXL, iStation, Imagine Math, and Brain Child are used to assist in closing gaps in reading, math, and science.

# Priority Problem Statements

**Problem Statement 2:** 33% of Ireland Elementary 4th grade students performed at Meets Grade Level on STAAR Reading in 2022.

**Root Cause 2:** Students are not proficient in phonological awareness and were slow to develop the skill throughout the year, and common reading strategies from PK-5th grade are not aligned.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** 28% of Ireland Elementary 4th grade students performed at Meets Grade Level on STAAR Math in 2022.

**Root Cause 1:** Students are not proficient in basic math fact fluency and were slow to develop this skill, and common problem-solving strategies from PK-5th grade are not aligned.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** Students leaving Kindergarten and 1st grade are showing a lack of progress in literacy elements, including phonological awareness, letter knowledge, alphabetic decoding, and spelling/word analysis.

**Root Cause 3:** Teachers showed a lack of knowledge and fidelity with district curriculum, as well as the lack of use of intervention strategies in reading.

**Problem Statement 3 Areas:** Demographics

# Board Goals

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 1:** Annual student attendance at Ireland Elementary will increase from 92% to 94.7% for the 2022-23 school year.

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%

**Evaluation Data Sources:** Attendance data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ireland Elementary will work closely with our attendance clerk and teachers to monitor daily student attendance and address needs through parent communication and documentation.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result will be higher student attendance, and students will be receiving daily instruction on a consistent basis which will improve student performance.</p> <p><b>Staff Responsible for Monitoring:</b> The staff responsible for monitoring will be the classroom teachers and the attendance clerk.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ireland Elementary will incentivize students every 9 weeks to promote student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students would be motivated to attend school daily.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Attendance Clerk, Counselor, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will work with the district attendance director to monitor student with excessive absences, so that support can be provided at both the campus and the district level.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be made aware of district resources to support daily school</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>


attendance.


**Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Counselor, Principal, Assistant Principal

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 2:** By May of 2023, Ireland Elementary will provide differentiated processes for our all sub-populations to increase STAAR Math and Reading scores by 10% in both Reading and Math.





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

**Evaluation Data Sources:** SCA tests, Exit Tickets, Independent Student Work, Interim Assessments, STAAR 2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Instructional Coach and Campus Interventionist will participate in daily PLCs to disaggregate data, discuss gaps, and model best practice strategies to meet all sub-populations needs.</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 4, 5 <b>Funding Sources:</b> Instructional Coach - Title One School-wide - \$88,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student learning due to focused supports. <b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Title One School-wide - \$88,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student progress will be evident because of targeted individual student data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p> <p><b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 4, 5, 6</p> <p><b>Funding Sources:</b> Dyslexia - Title One School-wide - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 4:</b> 33% of Ireland Elementary 4th grade students performed at Meets Grade Level on STAAR Reading in 2022. <b>Root Cause:</b> Students are not proficient in phonological awareness and were slow to develop the skill throughout the year, and common reading strategies from PK-5th grade are not aligned.</p>
<p><b>Problem Statement 5:</b> 28% of Ireland Elementary 4th grade students performed at Meets Grade Level on STAAR Math in 2022. <b>Root Cause:</b> Students are not proficient in basic math fact fluency and were slow to develop this skill, and common problem-solving strategies from PK-5th grade are not aligned.</p>
<p><b>Problem Statement 6:</b> Students leaving Kindergarten and 1st grade are showing a lack of progress in literacy elements, including phonological awareness, letter knowledge, alphabetic decoding, and spelling/word analysis. <b>Root Cause:</b> Teachers showed a lack of knowledge and fidelity with district curriculum, as well as the lack of use of intervention strategies in reading.</p>







**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 3:** By May 2023, Ireland Elementary will provide differentiated processes for priority classrooms in order to increase academic growth by 10% in Reading and Math as measured by MAP.

**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

**Evaluation Data Sources:** Student performance data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on MAP testing due to targeted resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus instructional leaders frequently review how teachers internalize, modify and use resources aligned to MAP, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of RIT.</p> <p><b>Strategy's Expected Result/Impact:</b> increased levels of student performance on specific areas of RIT on the MAP test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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>				

**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.





**Performance Objective 1:** In 2022-2023, Ireland Elementary School will increase the number of protected PLC sessions to 4 times per week, per grade level, for 40 minutes each session, to meet for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

**Indicators of Success:**

3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** Short Cycle Assessments, Exit Tickets, Independent Student Work, Interim Assessments, 2023 STAAR , MAP Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and teacher knowledge of curriculum in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and teacher knowledge of curriculum in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are aware of present levels and goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p> <p><b>ESF Levers:</b> 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>				

**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 2:** At Ireland Elementary, Kindergarten will have 40% of students meeting or exceeding their projected growth goals by the middle of the year MAP assessment, and 60% meeting projected growth by the end of the year MAP assessment.





**Evaluation Data Sources:** MAP MOY and EOY Data, PLCs, Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At Ireland, teachers will be supported through the DDI process to strengthen instruction, and plan reteach and reassess opportunities to meet specific student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of Kindergarten readiness on the MAP Assessment will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kindergarten teachers will take weekly running records during Guided Reading small groups to guide fluency practice for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher's knowledge of student's reading level will create and awareness of current levels, and help to drive instruction and planning. Additionally, will result in increased student performance in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.





**Performance Objective 3:** At Ireland Elementary, First Grade will have 40% of students meeting or exceeding their projected growth goals by the middle of the year MAP assessment, and 60% meeting projected growth by the end of the year MAP assessment.

**Evaluation Data Sources:** MAP MOY and EOY Data, PLCs, Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At Ireland, teachers will be supported through the DDI process to strengthen instruction, and plan reteach and reassess opportunities to meet specific student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of Kindergarten readiness on the MAP Assessment will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> First Grade teachers will take weekly running records during Guided Reading small groups to guide fluency practice for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher's knowledge of student's reading level will create and awareness of current levels, and help to drive instruction and planning. Additionally, will result in increased student performance in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

**Performance Objective 1:** By May 2023, Ireland Elementary will increase student connectedness to school as measured by the Panorama Survey from 64% to 70 %.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel valued and have a sense of belonging to their class and the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The school has a campus-wide program to proactively teach mental health and wellness skills to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school culture and student well-being are kept at the forefront of daily classroom activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
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