

Ector County Independent School District

Ireland Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ireland Elementary serves **424 students** in grades Pre-K–5, with a student population that is **70.3% Hispanic**, **23.1% White**, and smaller percentages of other racial groups. The gender distribution is balanced, and **67.2% of students are economically disadvantaged**. The campus has an **attendance rate of 93.3%**, a **mobility rate of 18.8%**, and a very low disciplinary placement rate of **0.8%**, reflecting a positive school climate.

Special populations include **13.7% in Special Education**, **4.2% Gifted and Talented**, and **1.9% Emergent Bilingual**. The campus is fully Title I, providing additional resources to support instruction and family engagement.

Ireland Elementary’s teaching staff averages **10.7 years of experience**, with **21.7% holding advanced degrees**. The teacher-to-student ratio is approximately **1:19.6**, and recruitment remains a challenge due to a limited applicant pool. The campus is equipped with **Promethean Boards in every classroom** and maintains a **1:1 student-to-device ratio**, supporting digital learning.

Demographics Strengths

Ireland Elementary has a culturally diverse student population, creating opportunities to celebrate heritage and foster an inclusive school culture. The campus maintains a balanced gender distribution and demonstrates a positive, safe learning environment, as evidenced by a very low disciplinary placement rate of 0.8%. Attendance is strong at 93.3%, and the school benefits from highly experienced educators, averaging 10.7 years in the profession, with over 21% holding advanced degrees. Additionally, Ireland Elementary is well-equipped with technology, including Promethean Boards in every classroom and a 1:1 student-to-device ratio, enhancing instructional delivery and student engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ireland Elementary serves a high percentage of economically disadvantaged students (67.2%) and experiences a mobility rate of 18.8%, which creates challenges in providing consistent instruction and maintaining strong family engagement.

Root Cause: Economic challenges and limited community resources contribute to student mobility and family instability. Additionally, the campus has historically limited on-campus parent involvement, reducing opportunities to build strong school-home partnerships that support consistent student success.

Student Learning

Student Learning Summary

Student achievement at Ireland Elementary shows progress but remains below state averages. On the 2023–24 STAAR, **62% of students scored Approaches, 31% Meets, and 9% Masters. Reading** is the strongest area with 69% Approaches, while **Math** (61%) and **Science** (43%) need improvement. Growth indicators are positive, with **67% in Reading** and **60% in Math** making expected progress. Special populations include **13.7% Special Education** and **1.9% Emergent Bilingual**, both requiring continued support. Attendance is **93.3%**, and mobility at **18.8%** impacts consistency in learning.

Student Learning Strengths

Ireland Elementary demonstrates strong progress in student growth measures. **67% of students met expected growth in Reading** and **60% in Math**, indicating that targeted interventions and small-group instruction are making a positive impact. Reading performance is a relative strength, with **69% of students scoring at Approaches Grade Level or above**, and 5th-grade Reading results show notable success, with over half of students meeting grade-level expectations. Additionally, low retention rates and minimal disciplinary placements (0.8%) reflect a safe and supportive learning environment conducive to continued academic improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement at Ireland Elementary is below state averages, with only 31% of students scoring at Meets Grade Level on STAAR and significant gaps in Math and Science performance.

Root Cause: Inconsistent PLC implementation and limited data-driven instructional practices in previous years have reduced opportunities for timely interventions and aligned instructional strategies. Additionally, staffing challenges have impacted class size and the ability to provide consistent targeted support.

School Processes & Programs

School Processes & Programs Summary

Ireland Elementary implements a **standards-based curriculum aligned with TEKS**, supported by district-adopted resources and research-based instructional strategies. Instruction emphasizes **small-group learning, targeted interventions, and technology integration**, including **Promethean Boards in every classroom** and a **1:1 student-to-device ratio**.

Professional development is focused on improving **data-driven instruction, PLC collaboration, and intervention strategies**. With a new administration team, the campus is strengthening **leadership structures and decision-making processes**, emphasizing consistency in **weekly PLCs** and use of assessment data to guide instruction.

Communication with families is facilitated through **digital platforms, newsletters, and bilingual notices**, and the campus plans to **increase parent involvement** as it transitions from a closed to an open campus this year. Organizational supports include scheduling intervention blocks and utilizing Title I resources for academic programs and family engagement. Extracurricular opportunities are available in limited capacity, with plans to expand enrichment opportunities.

School Processes & Programs Strengths

Ireland Elementary has a strong foundation in curriculum and instructional practices, with a TEKS-aligned curriculum supported by district resources and research-based strategies. The campus effectively integrates technology, providing **Promethean Boards in every classroom** and maintaining a **1:1 student-to-device ratio**, which enhances engagement and personalized learning. Additionally, the campus prioritizes professional development to strengthen **data-driven instruction** and is committed to improving collaboration through structured PLCs under new leadership. These systems provide a solid framework for continuous improvement and academic growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inconsistent PLC implementation and lack of structured collaboration have limited the use of data to drive instruction and interventions, impacting student achievement and alignment across grade levels.

Root Cause: Previous leadership transitions and staffing shortages reduced the consistency of campus processes, including scheduled PLCs and professional development, resulting in gaps in data-driven planning and instructional alignment.

Perceptions

Perceptions Summary

Ireland Elementary strives to maintain a positive and collaborative culture focused on student success. **Staff feedback** highlights strong teamwork and commitment to student learning, supported by experienced teachers averaging 10.7 years of service. However, **staff retention and recruitment remain challenges** due to a limited applicant pool, impacting class size and intervention capacity.

The campus has historically operated as a **closed campus**, limiting parent and community engagement, but plans are in place to **increase family involvement and volunteer opportunities** this year. Communication with families is a strength, utilizing digital platforms, newsletters, and bilingual notices to keep parents informed. Surveys and informal feedback suggest parents appreciate these communication efforts but desire more in-person engagement opportunities.

Community partnerships exist but are limited, creating a need for stronger collaboration with local organizations to support enrichment and resources. Overall, Ireland Elementary is committed to improving transparency, strengthening family and community relationships, and fostering a culture of shared responsibility for student success.

Perceptions Strengths

Ireland Elementary maintains strong communication practices with families through bilingual notices, newsletters, and digital platforms, ensuring parents are informed and connected. Staff collaboration is a notable strength, supported by experienced teachers who demonstrate commitment to student success. These practices create a foundation for positive relationships and a culture focused on student achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and community engagement at Ireland Elementary has been limited due to the campus operating as a closed campus, resulting in fewer opportunities for volunteers and collaborative partnerships.

Root Cause: Safety protocols and past campus restrictions reduced in-person involvement, while limited outreach strategies and community partnerships further restricted engagement opportunities for families and stakeholders.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

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%.

High Priority

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			
<p>Strategy 1: Implement weekly PLCs focused on analyzing student data (interim assessments, exit tickets, etc.) to identify skill gaps and plan differentiated instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Tutoring - Title One School- Improvement - \$16,500, Reach Associate - Title One School-wide - \$99,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Emphasize academic vocabulary, justifying answers using mathematical reasoning, and practicing stamina-building tasks.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Math Achievement. The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is * 38% of Hispanic students will be at meets level. * 38% of White students will be at meets level. * 39% of Continuously Enrolled Students will be at meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting, RBIS training, and a Part-time tutor. Additional reallocation of resources to address this include intervention block, part time tutor, RBIS training. Additional reallocation of resources to address this include RBIS training for Math from Region 18 using Title 1 funds. Part time tutor using Title 1 funds. * Additional reallocation of resources to address this include MTRT in 5th grade. * If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshal. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: 38% of Hispanic students will be at meets level. 38% of White students will be at meets level. 39% of Continuously Enrolled Students will be at meets level.</p> <p>Staff Responsible for Monitoring: Instructional Leadership team</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Academic Growth in Math. The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is * 62% of Hispanic students will be at meets * 65% of White students will be at meets * 62% of Continuously Enrolled will be at meets</p> <p>The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting, RBIS training, and a Part-time tutor. * Additional reallocation of resources to address this include 30 minute intervention block, RBIS training for 3-5 Math teachers. Additional reallocation of resources to address this include RBIS training for Math from Region 18 using Title 1 funds. Part time tutor using Title 1 funds.</p> <p>* Additional reallocation of resources to address this include MTRT in 5th grade, Part time tutor. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: * 62% of Hispanic students will be at meets * 65% of White students will be at meets * 62% of Continuously Enrolled will be at meets</p> <p>Staff Responsible for Monitoring: Instructional Leadership team</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 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%

High Priority

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			
<p>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).</p> <p>Strategy's Expected Result/Impact: Students will demonstrate stronger comprehension skills through frequent exposure to complex texts and intentional small-group instruction.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team and MCL</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Lead Forward Training - Title One School-wide - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Vocabulary acquisition and academic language use will improve, allowing students to better understand STAAR questions and respond with precision.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership, MCL</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our RLA Achievement The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 44% of continuously enrolled students is at the meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence). * Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, MAP RIT skill packets, or teacher-led reteach based on progress monitoring. Additional reallocation of resources to address this include purchased HMH 180 program. Additional reallocation of resources to address this include 5th grade MCL in RLA. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall . If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: 44% of continuously enrolled students is at the meets level. Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div style="display: flex; align-items: center; justify-content: center;">  <p data-bbox="1444 329 1549 386">Some Progress</p> </div>			

 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 %.

High Priority

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			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Vocabulary and academic language acquisition will improve, helping students better comprehend and respond to STAAR questions with accuracy.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			



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%

High Priority

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			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, MCL</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Campus Team Leads, MCL</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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: 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.

High Priority

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 3th 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			
<p>Strategy 1: Teachers provide daily guided reading using structured routines and progress-monitor every 6-8 weeks to regroup students based on updated data.</p> <p>Strategy's Expected Result/Impact: Increased Growth on EOY MAP Reading</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership, MCL, Team Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in Growth on EOY MAP</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership, MCL, Team Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: MTRT - Title One Instructional Continuity - \$12,000, MTRT - Title One Instructional Continuity - \$12,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 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%.

High Priority

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			
<p>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.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership, MCL, Team Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

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

High Priority

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will become organized and ready to learn</p> <p>Staff Responsible for Monitoring: Avid Coordinator</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will learn what career paths are</p> <p>Staff Responsible for Monitoring: Avid Coordinator</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Student Achievement Domain Score The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 37% Hispanic Students will be at meets 45% White students will be at meets 41% Continuously enrolled students will be at meets The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * Additional reallocation of resources to address this include RBIS training through Title 1, Part-Time tutor through Title 1. * Additional reallocation of resources to address this include MCL, MTRT, and Part Time tutor If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: 37% Hispanic Students will be at meets 45% White students will be at meets 41% Continuously enrolled students will be at meets</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div data-bbox="1444 207 1549 310"></div> <p data-bbox="1444 331 1549 391">Some Progress</p>			



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 %.

High Priority

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Team Leads</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity.</p> <p>Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team, Team Leads</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 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%.

High Priority

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Attendance will Increase</p> <p>Staff Responsible for Monitoring: Data Clerk and Campus Administration</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase.</p> <p>Staff Responsible for Monitoring: Campus Administration/Data Clerk</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<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 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%.

High Priority

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will have a sense of belonging</p> <p>Staff Responsible for Monitoring: Campus Leadership team</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will feel empowered at school.</p> <p>Staff Responsible for Monitoring: Campus Administrative team</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 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%.

High Priority

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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student discipline will decrease. Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Title I: 2.51, 2.52, 2.53 Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Discipline will Decrease Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Title I: 2.51, 2.52, 2.53 Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<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 4: Classroom Excellence

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

High Priority

HB3 Board Goal

Evaluation Data Sources: Focus Discipline Reports

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student discipline will decrease.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Discipline will Decrease</p> <p>Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<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 4: Classroom Excellence

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

High Priority

HB3 Board Goal

Evaluation Data Sources: Focus Attendance Reports

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student discipline will decrease.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Discipline will Decrease</p> <p>Staff Responsible for Monitoring: Campus Administrative Team</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<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 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.

High Priority

HB3 Board Goal

Evaluation Data Sources: end of year staffing reports

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported Staff Responsible for Monitoring: Campus Administrative team</p> <p>Title I: 2.51, 2.52, 2.53 Problem Statements: School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: School Culture will increase Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Problem Statements: School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 5: Culture of Excellence

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

High Priority

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students experience stronger peer relationships, emotional support, and recognition of their contributions to the school culture.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Team Leads</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Launch a "Mustang of the Month" program to recognize students who demonstrate positive character, kindness, leadership, and inclusivity.</p> <p>Strategy's Expected Result/Impact: Students will feel inspired to be a leader on our campus</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team, Team Leads</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 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.

High Priority

HB3 Board Goal

Evaluation Data Sources: Title 1 parent survey

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Parents feel welcome on campus</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Family and Community Engagement 1</p> <p>Funding Sources: Supplies for Family night - Title One School-wide - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of students progress</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Family and Community Engagement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<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 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%.

High Priority

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will have a sense of belonging</p> <p>Staff Responsible for Monitoring: Campus Leadership team</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will feel empowered at school.</p> <p>Staff Responsible for Monitoring: Campus Administrative team</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

RDA Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Implement weekly PLCs focused on analyzing student data (interim assessments, exit tickets, etc.) to identify skill gaps and plan differentiated instruction.
1	1	2	Integrate daily spiral math review with a focus on high-leverage TEKS (LoneStar Math) using STAAR-style questions and multi-step problem solving.
1	2	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).
1	2	2	Schoolwide launch of a daily Tier 2 & Tier 3 vocabulary routine in reading classrooms using visual supports, sentence stems, and context-based practice.
1	3	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).
1	3	2	Launch a daily or weekly spiral review routine that targets high-leverage Readiness Standards using STAAR question stems and data from unit assessments.
2	1	1	Use BOY MAP and i-Ready data to create flexible small groups targeting specific foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension).
2	1	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.
2	2	1	Teachers provide daily guided reading using structured routines and progress-monitor every 6-8 weeks to regroup students based on updated data.

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Implement weekly PLCs focused on analyzing student data (interim assessments, exit tickets, etc.) to identify skill gaps and plan differentiated instruction.
1	1	2	Integrate daily spiral math review with a focus on high-leverage TEKS (LoneStar Math) using STAAR-style questions and multi-step problem solving.
1	1	3	Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Math Achievement. The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is * 38% of Hispanic students will be at meets level. * 38% of White students will be at meets level. * 39% of Continuously Enrolled Students will be at meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting, RBIS training, and a Part-time tutor. Additional reallocation of resources to address this include intervention block, part time tutor, RBIS training. Additional reallocation of resources to address this include RBIS training for Math from Region 18 using Title 1 funds. Part time tutor using Title 1 funds. * Additional reallocation of resources to address this include MTRT in 5th grade. * If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshal. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.
1	2	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).
1	2	2	Schoolwide launch of a daily Tier 2 & Tier 3 vocabulary routine in reading classrooms using visual supports, sentence stems, and context-based practice.

Board Goal	Objective	Strategy	Description
1	2	3	Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our RLA Achievement The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 44% of continuously enrolled students is at the meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence). * Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, MAP RIT skill packets, or teacher-led reteach based on progress monitoring. Additional reallocation of resources to address this include purchased HMH 180 program. Additional reallocation of resources to address this include 5th grade MCL in RLA. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall . If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.
1	3	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).
1	3	2	Launch a daily or weekly spiral review routine that targets high-leverage Readiness Standards using STAAR question stems and data from unit assessments.
2	1	1	Use BOY MAP and i-Ready data to create flexible small groups targeting specific foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension).
2	1	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.
2	2	1	Teachers provide daily guided reading using structured routines and progress-monitor every 6-8 weeks to regroup students based on updated data.

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

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Implement weekly PLCs focused on analyzing student data (interim assessments, exit tickets, etc.) to identify skill gaps and plan differentiated instruction.
1	1	2	Integrate daily spiral math review with a focus on high-leverage TEKS (LoneStar Math) using STAAR-style questions and multi-step problem solving.
1	1	3	Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our Math Achievement. The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is * 38% of Hispanic students will be at meets level. * 38% of White students will be at meets level. * 39% of Continuously Enrolled Students will be at meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting, RBIS training, and a Part-time tutor. Additional reallocation of resources to address this include intervention block, part time tutor, RBIS training. Additional reallocation of resources to address this include RBIS training for Math from Region 18 using Title 1 funds. Part time tutor using Title 1 funds. * Additional reallocation of resources to address this include MTRT in 5th grade. * If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshal. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.
1	2	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).
1	2	2	Schoolwide launch of a daily Tier 2 & Tier 3 vocabulary routine in reading classrooms using visual supports, sentence stems, and context-based practice.

Board Goal	Objective	Strategy	Description
1	2	3	Local Improvement Plan Template 25-26 This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our RLA Achievement The data that will be reviewed and monitored includes Checkpoint Data, Map Data, and Staar Interim Data as identified through a campus needs assessment. The student performance goal for this area is 44% of continuously enrolled students is at the meets level. The data will be monitored on a Monthly basis, with milestones and timelines established to track progress. The educational stakeholders responsible for monitoring the data include Principal, MCL, MTRT. The educational interventions that will be implemented include Targeted small group interventions, Dedicated intervention times during the school day, weekly PLC meetings Reading Vertical Alignment meeting. Additional reallocation of resources to address this include 30-minute intervention blocks, weekly PLC meetings, bi monthly ILT meetings. * Implement consistent, small-group Guided Reading in grades 3-5 with an emphasis on complex texts and STAAR-aligned comprehension skills (e.g., inferencing, summarizing, text evidence). * Implement a dedicated daily intervention/enrichment block (20-30 minutes) where students work on personalized reading goals using i-Ready lessons, MAP RIT skill packets, or teacher-led reteach based on progress monitoring. Additional reallocation of resources to address this include purchased HMH 180 program. Additional reallocation of resources to address this include 5th grade MCL in RLA. If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting. District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Julie Marshall . If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.
1	3	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).
1	3	2	Launch a daily or weekly spiral review routine that targets high-leverage Readiness Standards using STAAR question stems and data from unit assessments.
2	1	1	Use BOY MAP and i-Ready data to create flexible small groups targeting specific foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension).
2	1	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.
2	2	1	Teachers provide daily guided reading using structured routines and progress-monitor every 6-8 weeks to regroup students based on updated data.

Campus Funding Summary

Title One Instructional Continuity					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	MTRT		\$12,000.00
2	2	2	MTRT		\$12,000.00
2	3	2	MCL 1		\$15,000.00
Sub-Total					\$39,000.00
Title One School- Improvement					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$16,500.00
Sub-Total					\$16,500.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reach Associate		\$99,000.00
1	2	1	Lead Forward Training		\$10,000.00
5	2	1	Supplies for Family night		\$3,000.00
Sub-Total					\$112,000.00