



Local Improvement Plan Template 26-27

Campus Name: Ireland Elementary

Areas of Identification:

RLA Meets – White, Continuously Enrolled	Math Meets – White, Hispanic, Continuously Enrolled	Student Success – White, Hispanic, Continuously Enrolled	Math Growth- White, Hispanic, Continuously Enrolled
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Campus Improvement Team Agendas / Sign Ins:

Date: 8.31.26 / LIP Review 8.31.2 Ireland.pdf
Date: (Insert Date) / Insert Link

Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:

[Data Tours Folder](#)

Area of need #1

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 Achievement RLA (Meets) - White, Continuously Enrolled**.

Criteria:	Campus Plan:
Campus Goal for this area:	52% of White students will achieve Meets on STAAR RLA. 47% of continuously enrolled students will achieve Meets on STAAR RLA.



Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Sheryl Garcia, Reading MCL Amanda Ramirez, Reading MCL
Educational Interventions:	• Daily RTI Block (40 Minutes Daily) ◦ Will pull strategic small groups • Small group time during Tier 1 time for deeper Tier 1 integration
Allocation of Resources:	Required: Time Adjustments • Master Schedule has been adjusted to include a 40 minute daily RTI block Required: Funding Adjustments • Title Funds used for Opportunity Culture to staff 2 Reading MCL positions, \$30,000 Required: Staffing Adjustments • Title Funds used for Opportunity Culture to staff 2 Reading MCL positions, \$30,000 • Strategic staffing of 3rd and 4th grade reading, including adding a TIA designated teacher to 4th grade RLA

Data Monitoring:

Restate Goal: 52% of White students will achieve Meets on STAAR RLA.



Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Area of need #2



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 Achievement Math (Meets) - White, Hispanic, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 46% of White students will achieve Meets on STAAR Math. • 40% of Hispanic students will achieve Meets on STAAR Math. • 44% of continuously enrolled students will achieve Meets on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	MCL- Isaiah Chavez MTRT - Edward Corrales
Educational Interventions:	• Daily RTI Block (40 Minutes Daily) ○ Will pull strategic small groups • Small group time during Tier 1 time for deeper Tier 1 integration
Allocation of Resources:	Required: Time Adjustments • Master Schedule has been adjusted to include a 40 minute daily RTI block

	Required: Funding Adjustments - Title Funds used for Opportunity Culture to staff 2 Math MCL positions, \$27,000 Required: Staffing Adjustments - Title Funds used for Opportunity Culture to staff 2 Math MCL positions, \$27,000 - Strategic staffing of 3rd and 4th grade Math, including adding a TIA designated teacher to 4th grade Math
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Data Monitoring:

Restate Goal: 46% of White students will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 40% of Hispanic students will achieve Meets on STAAR Math.



Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 44% of continuously enrolled students will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Area of need #3

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 Success (STAAR D1) – White, Hispanic, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	- The average of Approaches, Meets, and Masters for White students will be 50% across all subject areas and grade levels. - The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels. - The average of Approaches, Meets, and Masters for continuously enrolled students will be 47% across all subject areas and grade levels.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Mrs. Keast – Principal Mrs. Campos – Assistant Principal
Educational Interventions:	Daily RTI Block (40 Minutes Daily)

	○ Will pull strategic small groups ● Small group time during Tier 1 time for deeper Tier 1 integration
Allocation of Resources:	Required: Time Adjustments ● Master Schedule has been adjusted to include a 40 minute daily RTI block Required: Funding Adjustments ● Title Funds used for Opportunity Culture to staff 2 RLA MCLs, 2 Math MCL positions, \$57,000 Required: Staffing Adjustments ● Title Funds used for Opportunity Culture to staff 2 Reading MCLs, 2 Math MCL positions, \$57,000 ● Strategic staffing of 3rd and 4th grade Reading and Math, including adding a TIA designated teacher to 4th grade Math and Reading

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for White students will be 50% across all subject areas and grade levels.

Checkpoint 1A: (September)	Checkpoint 1B: (October)	Interim (Fall) (October)	Checkpoint 2A: (November)	Checkpoint 2B: (December)
RLA:	3 rd %:	3 rd %:	3 rd %:	3 rd %:
3 rd %:	4 th %:	4 th %:	4 th %:	4 th %:
4 th %:	5 th %:	5 th %:	5 th %:	5 th %:
5 th %:	Math:	Math:	Math:	Math:
	3 rd %:	3 rd %:	3 rd %:	3 rd %:
Math:	4 th %:	4 th %:	4 th %:	4 th %:
3 rd %:	5 th %:	5 th %:	5 th %:	5 th %:
4 th %:	Science:	Science:	Science:	Science:
5 th %:	5 th %:	5 th	5 th	5 th



Science: 5 th %:				
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	

Restate Goal: The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels.

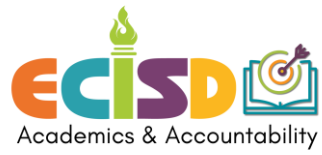
Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th
Interim (Spring) (January)	Checkpoint 3A: (February)	Checkpoint 3B: (March)	Checkpoint 4A: (April)	



3 rd %:	3 rd %:	3 rd %:	3 rd %:	
4 th %:	4 th %:	4 th %:	4 th %:	
5 th %:	5 th %:	5 th %:	5 th %:	
Math:	Math:	Math:	Math:	
3 rd %:	3 rd %:	3 rd %:	3 rd %:	
4 th %:	4 th %:	4 th %:	4 th %:	
5 th %:	5 th %:	5 th %:	5 th %:	
Science:	Science:	Science:	Science:	
5 th	5 th	5 th	5 th	

Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 47% across all subject areas and grade levels.

Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %:	



5 th %: Science: 5 th	5 th %: Science: 5 th	5 th %: Science: 5 th	5 th %: Science: 5 th	
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Area of need #4

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 Growth- White, Hispanic, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 70% of White students will meet or exceed expected academic growth on STAAR Math. • 68% of Hispanic students will meet or exceed expected academic growth on STAAR Math. • 69% of continuously enrolled students will meet or exceed expected academic growth on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
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Staff responsible for updating these metrics (Names of staff responsible, position)	MCL- Isaiah Chavez MTRT - Edward Corrales
Educational Interventions:	○ Daily RTI Block (40 Minutes Daily) Will pull strategic small groups • Small group time during Tier 1 time for deeper Tier 1 integration

Allocation of Resources:	Required: Time Adjustments - Master Schedule has been adjusted to include a 40 minute daily RTI block Required: Funding Adjustments - Title Funds used for Opportunity Culture to staff 2 Math MCL positions, \$27,000 Required: Staffing Adjustments - Title Funds used for Opportunity Culture to staff 2 Math MCL positions, \$27,000 - Strategic staffing of 3rd and 4th grade Math, including adding a TIA designated teacher to 4th grade Math
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Data Monitoring:

Restate Goal: 70% of White students will meet or exceed expected academic growth on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

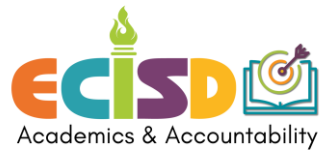


Restate Goal: 68% of Hispanic students will meet or exceed expected academic growth on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 69% of continuously enrolled students will meet or exceed expected academic growth on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	





Assurances:

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.