Agenda of Regular Meeting and Public Hearing for an Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code on the following Applications: Quail Run Carbon, LLC (Application No. 1701) and 1PointFive P1, LLC for Project Legion - Builds 1 - 6 (Application No.'s 1789 - 1794) and Public Hearing for Adoption of 2022-2023 Tax Rate

The Board of Trustees
Ector County Independent School District

A Regular Meeting and Public Hearing for an Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code on the following Applications: Quail Run Carbon, LLC (Application No. 1701) and 1PointFive P1, LLC for Project Legion - Builds 1 - 6 (Application No.'s 1789 - 1794) and Public Hearing for Adoption of 2022-2023 Tax Rate of the Board of Trustees of Ector County Independent School District will be held September 20, 2022, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags:
Nimitz Middle School Students Isabella Pugh and Isabella Salas
4. Invocation: Deacon Jose Gallegos, St. Elizabeth Ann Seaton Catholic Church
5. Special Presentations:
Recognition of State Board of Education Hero for Children Award Winner
Introduction of College Board National Recognition Program Awardees
6. Opening Remarks by Superintendent
7. Public Comment
8. Public Hearing
   A. Public Hearing for an Appraised Value Limitation on Qualified Property, Pursuant to Chapter 313 of the Texas Tax Code, on the following Applications:
      - Quail Run Carbon, LLC (Application No. 1701)
      - 1PointFive P1, LLC for Project Legion - Build 1 (Application No. 1789)
      - 1PointFive P1, LLC for Project Legion - Build 2 (Application No. 1790)
      - 1PointFive P1, LLC for Project Legion - Build 3 (Application No. 1791)

- 1PointFive P1, LLC for Project Legion - Build 4 (Application No. 1792)
- 1PointFive P1, LLC for Project Legion - Build 5 (Application No. 1793)
- 1PointFive P1, LLC for Project Legion - Build 6 (Application No. 1794)

B. Presentation on Resolutions Adopting Findings of Fact and Approving the following Applications: 7

- Quail Run Carbon, LLC (Application No. 1701)
- 1PointFive P1, LLC for Project Legion - Build 1 (Application No. 1789)
- 1PointFive P1, LLC for Project Legion - Build 2 (Application No. 1790)
- 1PointFive P1, LLC for Project Legion - Build 3 (Application No. 1791)
- 1PointFive P1, LLC for Project Legion - Build 4 (Application No. 1792)
- 1PointFive P1, LLC for Project Legion - Build 5 (Application No. 1793)
- 1PointFive P1, LLC for Project Legion - Build 6 (Application No. 1794)

C. Discussion and Possible Action on a Resolution Adopting Findings of Fact and Approving the Application of Quail Run Carbon, LLC for Appraised Value Limitation on Qualified Property, Application No. 1701, Pursuant to Chapter 313 of the Texas Tax Code and other Action Incident Thereto 8

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J. Discussion and Possible Action on an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation 15

Taxes, Pursuant to Chapter 313 of the Texas Tax Code, with 1PointFive P1, LLC for Project Legion - Build 3, Application No. 1791
K. Discussion and Possible Action on a Resolution Adopting Findings of Fact and Approving the Application of 1PointFive P1, LLC for Appraised Value Limitation on Qualified Property, Project Legion - Build 4, Application No. 1792, Pursuant to Chapter 313 of the Texas Tax Code and other Action Incident Thereto 16
L. Discussion and Possible Action on an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes, Pursuant to Chapter 313 of the Texas Tax Code, with 1PointFive P1, LLC for Project Legion - Build 4, Application No. 1792 17
M. Discussion and Possible Action on a Resolution Adopting Findings of Fact and Approving the Application of 1PointFive P1, LLC for Appraised Value Limitation on Qualified Property, Project Legion - Build 5, Application No. 1793, Pursuant to Chapter 313 of the Texas Tax Code and other Action Incident Thereto 18
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9. Board Policy
A. Discussion of and Request for Approval of Revisions to Local Board Policies for the District of Innovation Renewal Plan. 22

10. Public Hearing
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11. Action Items
A. Discuss and Consider Adoption of an Order Authorizing the Defeasance and Redemption of a Portion of Ector County Independent School District Unlimited Tax School Building Bonds, Series 2013; and Levying a Tax in Payment Thereof 45
B. Discussion of and Request for Approval of Ordinance to Set 2022 Tax Rate for 2022-2023 66
C. Discussion of and Request for Approval of Purchases over $50,000 69
D. Discussion of and Request for Approval of the 2022-2023 ECISD Campus Improvement Plans 80
E. Discussion of and Request for Approval of the 2022-2023 Ector County ISD Professional Learning Plan 920

F. Discussion of and Request for Approval of Agreement between ECISD and Sul Ross State University - Diagnostician Pipeline 937
G. Discussion of and Request for Approval of Board Delegating to Superintendent the Authority to Sign Apprenticeship Agreements with Universities or Colleges 942
H. Discussion of and Request for Approval of Memorandum of Understanding between Cal Ripken, Sr. Foundation, Inc and Ector County Independent School District 946
I. Discussion of and Request for Approval of Research and Data Sharing Agreement between Ector County Independent School District and Imagination Station, Inc. (Istation) 953
J. Discussion of and Request for Approval of Data Sharing Agreement between the Dallas Foundation, ECISD and Economic Mobility Systems 960
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A. Request for Approval of Minutes of Meetings 962
B. Request for Approval of Bills for Payment 975
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G. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Parent Power Program 1040
H. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Transition 1043
I. Request for Approval of Extracurricular Status of 4-H Organization Resolution and Adjunct Staff Members 1046
J. Request for Approval of Additional 2022-2023 T-TESS Appraisers 1052
K. Request for Approval of Memorandum of Understanding between University of the Southwest and Ector County Independent School District 2022-2023 1054
L. Request for Approval of Memorandum of Understanding between the University of Texas Permian Basin and Ector County Independent School District 2022-2023 1059
M. Request for Approval of Permian High School Theatre Student Out-of-State Travel to New York City, NY 1064
N. Request for Approval of Permian High School Band Student Out-of-State Travel to Orlando, Florida 1069
O. Request for Approval to Enter into Interlocal Agreements between Purchasing Cooperative (COOP) and Ector County ISD 1075

13. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] (Discussion of Superintendent's Appraisal and Contract)
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]

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B. Financials 1084
C. Purchasing Report 1085
D. Routine Personnel Report 1087

15. Closing Remarks by Superintendent
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Ector County Independent School District

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **PUBLIC HEARING FOR AN APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE ON THE FOLLOWING APPLICATIONS: QUAIL RUN CARBON, LLC (APPLICATION NO. 1701) AND 1POINTFIVE P1, LLC FOR PROJECT LEGION - BUILDS 1 - 6 (APPLICATION NO.'S 1789 - 1794)**

DATE: September 20, 2022

A Public Hearing for an Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code on the following Applications:

- Quail Run Carbon, LLC (Application No. 1701)
- 1PointFive P1, LLC for Project Legion – Build 1 (Application No. 1789)
- 1PointFive P1, LLC for Project Legion – Build 2 (Application No. 1790)
- 1PointFive P1, LLC for Project Legion – Build 3 (Application No. 1791)
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- 1PointFive P1, LLC for Project Legion – Build 5 (Application No. 1793)
- 1PointFive P1, LLC for Project Legion – Build 6 (Application No. 1794)

****

Ector County Independent School District

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **PRESENTATION ON RESOLUTIONS ADOPTING FINDINGS OF FACT AND APPROVING QUAIL RUN CARBON, LLC (APPLICATION NO. 1701) AND 1POINTFIVE P1, LLC FOR PROJECT LEGION - BUILDS 1 - 6 (APPLICATION NO.'S 1789 - 1794)**

DATE: September 20, 2022

Fred Stormer of Underwood Law Firm and Chris Grammer of Culwell Consulting will present on the prepared findings, the school finance studies, review the Comptroller's Certification and the agreements of the following Applications:

- Quail Run Carbon, LLC (Application No. 1701)
- 1PointFive P1, LLC for Project Legion – Build 1 (Application No. 1789)
- 1PointFive P1, LLC for Project Legion – Build 2 (Application No. 1790)
- 1PointFive P1, LLC for Project Legion – Build 3 (Application No. 1791)
- 1PointFive P1, LLC for Project Legion – Build 4 (Application No. 1792)
- 1PointFive P1, LLC for Project Legion – Build 5 (Application No. 1793)
- 1PointFive P1, LLC for Project Legion – Build 6 (Application No. 1794)

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Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION ADOPTING FINDINGS OF FACT AND APPROVING THE APPLICATION OF QUAIL RUN CARBON, LLC FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, APPLICATION NO. 1701, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE AND OTHER ACTION INCIDENT THERETO**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the finding of facts.

We are requesting approval of Resolution Adopting Finding of Facts and Application of Quail Run Carbon, LLC, Application No. 1701.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AN AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATION TAXES, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, WITH QUAIL RUN CARBON, LLC, APPLICATION NO. 1701**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the Agreement for Limitation.

We are requesting approval of Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with Quail Run Carbon, LLC, Application No. 1701.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION ADOPTING FINDINGS OF FACT AND APPROVING THE APPLICATION OF 1POINTFIVE P1, LLC FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PROJECT LEGION – BUILD 1, APPLICATION NO. 1789, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE AND OTHER ACTION INCIDENT THERETO**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the findings of fact.

We are requesting approval of Resolution Adopting Finding of Facts and Application of 1 PointFive, LLC, Project Legion – Build 1, Application No. 1789.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AN AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATION TAXES, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, WITH 1POINTFIVE P1, LLC, FOR PROJECT LEGION – BUILD 1, APPLICATION NO. 1789**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the Agreement for Limitation.

We are requesting approval of Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with 1 PointFive, LLC, Project Legion – Build 1, Application No. 1789.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION ADOPTING FINDINGS OF FACT AND APPROVING THE APPLICATION OF 1POINTFIVE P1, LLC FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PROJECT LEGION – BUILD 2, APPLICATION NO. 1790, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE AND OTHER ACTION INCIDENT THERETO**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the findings of fact.

We are requesting approval of Resolution Adopting Finding of Facts and Application of 1 PointFive, LLC, Project Legion – Build 2, Application No. 1790.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AN AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATION TAXES, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, WITH 1POINTFIVE P1, LLC, FOR PROJECT LEGION – BUILD 2, APPLICATION NO. 1790**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the Agreement for Limitation.

We are requesting approval of Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with 1 PointFive, LLC, Project Legion – Build 2, Application No. 1790.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AN AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATION TAXES, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, WITH 1POINTFIVE P1, LLC, FOR PROJECT LEGION – BUILD 3, APPLICATION NO. 1791**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the Agreement for Limitation.

We are requesting approval of Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with 1 PointFive, LLC, Project Legion – Build 3, Application No. 1791.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AN AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATION TAXES, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, WITH 1POINTFIVE P1, LLC, FOR PROJECT LEGION – BUILD 3, APPLICATION NO. 1791**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the Agreement for Limitation.

We are requesting approval of Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with 1 PointFive, LLC, Project Legion – Build 3, Application No. 1791.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION ADOPTING FINDINGS OF FACT AND APPROVING THE APPLICATION OF 1POINTFIVE P1, LLC FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PROJECT LEGION – BUILD 4, APPLICATION NO. 1792, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE AND OTHER ACTION INCIDENT THERETO**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the findings of fact.

We are requesting approval of Resolution Adopting Finding of Facts and Application of 1 PointFive, LLC, Project Legion – Build 4, Application No. 1792.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AN AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATION TAXES, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, WITH 1POINTFIVE P1, LLC, FOR PROJECT LEGION – BUILD 4, APPLICATION NO. 1792**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the Agreement for Limitation.

We are requesting approval of Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with 1 PointFive, LLC, Project Legion – Build 4, Application No. 1792.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION ADOPTING FINDINGS OF FACT AND APPROVING THE APPLICATION OF 1POINTFIVE P1, LLC FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PROJECT LEGION – BUILD 5, APPLICATION NO. 1793, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE AND OTHER ACTION INCIDENT THERETO**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the findings of fact.

We are requesting approval of Resolution Adopting Finding of Facts and Application of 1 PointFive, LLC, Project Legion – Build 5, Application No. 1793.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AN AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATION TAXES, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, WITH 1POINTFIVE P1, LLC, FOR PROJECT LEGION – BUILD 5, APPLICATION NO. 1793**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the Agreement for Limitation.

We are requesting approval of Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with 1 PointFive, LLC, Project Legion – Build 5, Application No. 1793.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON A RESOLUTION ADOPTING FINDINGS OF FACT AND APPROVING THE APPLICATION OF 1POINTFIVE P1, LLC FOR APPRAISED VALUE LIMITATION ON QUALIFIED PROPERTY, PROJECT LEGION – BUILD 6, APPLICATION NO. 1794, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE AND OTHER ACTION INCIDENT THERETO**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the findings of fact.

We are requesting approval of Resolution Adopting Finding of Facts and Application of 1 PointFive, LLC, Project Legion – Build 6, Application No. 1794.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION AND POSSIBLE ACTION ON AN AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATION TAXES, PURSUANT TO CHAPTER 313 OF THE TEXAS TAX CODE, WITH 1POINTFIVE P1, LLC, FOR PROJECT LEGION – BUILD 6, APPLICATION NO. 1794**

DATE: September 20, 2022

Attorney Fred Stormer with Underwood Law Firm, P.C. and Financial Consultant Chris Grammer with Culwell Consulting, LLC will present the Agreement for Limitation.

We are requesting approval of Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes with 1 PointFive, LLC, Project Legion – Build 6, Application No. 1794.

****

Administrative Recommendation:
Approval as requested.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent of Athletics, Human Capital, and Operations

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF REVISIONS TO LOCAL BOARD POLICIES FOR THE DISTRICT OF INNOVATION RENEWAL PLAN**

DATE: September 20, 2022

The Board of Trustees previously approved the ECISD District of Innovation Plan and the related exemptions from state statutes. Before exemptions from statutes can be implemented, the administration must revise any impacted local board policies and provide a roll-out plan that ensures appropriate implementation parameters.

The Texas Association of School Board Policy Service assisted the District in proposing revisions and additions to ECISD board policy. Implementation parameters were developed by the appropriate ECISD leaders.

The following policies have been recommended for revision or inclusion in the Ector County ISD policy manual:

- BDAE(LOCAL): OFFICERS AND OFFICIAL'S DUTIES AND REQUIREMENTS OF DEPOSITORY
- CFD(LOCAL): ACCOUNTING-ACTIVITY FUNDS MANAGEMENT
- CFEA(LOCAL): PAYROLL PROCEDURES-SALARY DEDUCTIONS AND REDUCTIONS
- CH(LOCAL): PURCHASING AND ACQUISITION

- EEB(LOCAL): INSTRUCTIONAL ARRANGEMENTS-CLASS SIZE

In addition to the redlined policy revisions, a roll-out plan that outlines the implementation parameters has been included.

****

Administrative Recommendation:

The Administration Requests Approval of Revisions to Local Board Policies and the corresponding implementation parameters.

DISTRICT OF INNOVATION PLAN – IMPLEMENTATION PARAMETERS

Policy Revised	TEC Exemption Activated	Change to Local Policy	Parameters
BDAE (LOCAL): Officers and Official's Duties and Requirements of Depository	45.205 45.206 45.207 45.208 45.209	(Revise Policy) New text has been added: "The District shall be exempt from the state laws requiring the use of a bidding process for selecting depository banking services and from the state law requiring that a contract be for a term of no more than two years and limiting the extension of a contract to no more than three additional two-year terms. Also, the District shall be exempt from the state law that prohibits selecting a depository that is not insured by the Federal Deposit Insurance Corporation." Allowable Collateral for eligible securities for collateralization of deposits text has been removed and replaced with a new text: "The District shall be exempt from the state law requiring a bank depository to provide a bond or pledged securities to secure deposits of public funds."	Finance Division will continue to scrutinize depository vendors so that it is the best value to the district without spending resources to go out for bid every two years or changing depositories unnecessarily. Collateral on deposits and investments will still be maintained and proved up as part of the annual financial audit.
CFD (LOCAL): Accounting – Activity Funds Management	44.908	(Revise Policy) District and Campus Activity Funds and Approval on disbursements have been removed and new text has been added: "The district shall be exempt from the state law requiring the adoption of a policy governing the expenditure of local funds from vending machines, rentals, gate receipts, or other local sources of revenue over which the District has direct control."	Finance Division will continue to monitor Campus Activity Funds (CAF) and General funds for appropriate and complete receipts.
CFEA (LOCAL): Payroll Procedures – Salary Deductions and Reductions	21.002 22.002	(Add Policy) This new policy states that: "The District is exempt from the state law requiring a district to permit an employee to have membership fees or dues to professional organizations deducted from the employee's salary. The District shall have the flexibility to permit payroll deductions for professional dues to educational organizations related to the District. Also, the District is exempt from the state law requiring a district to honor an	Finance Division will ensure that payroll deductions are for appropriate purposes such as professional dues for educational related organizations. The district will not payroll deduct and pay bills other than educational and legally required payments such as payroll taxes, garnishments, and benefits.

		assignment, pledge, or transfer, as security for indebtedness, and to make appropriate payment to the assignee, pledgee, or transferee. The District shall restrict payroll deductions to expenses related to the District."	
CH (LOCAL): Purchasing and Acquisition	44.0331 44.043 44.047	(Revise Policy) New text has been added: "The District is exempt from the state law requiring that purchases or leases of automated external defibrillators (AED) meets standards established by the Federal Food and Drug Administration. The District is exempt from the state law requiring that cooperative purchasing contract-related fees be presented annually in a written report to the Board in an open meeting. The District is exempt from the state law prohibiting a district from considering a vendor's membership or relation with an organization and including in bid specifications, agreements, or subsequent contracts language that would deny or diminish the right of a person to work because of the person membership or relations with any organization."	Finance Division will work with district purchasers of AED'S to ensure they meet the school district requirements. Finance Division will ensure co-op fees are reasonable with respect to the benefit received from co-op membership. Finance Division will choose vendors based on the best value to the district.
EEB (LOCAL): Instructional Arrangements – Class Size Ms. Syverson	25.112	(Add Policy) New text has been added: "The district is exempt from the state law that requires a district not to enroll more than 22 students in prekindergarten – grade 4 class.	This was designed to accommodate larger class sizes in any Opportunity Culture classrooms in PK-4. ECISD will continue to notify parents when their child's class size exceeds the 22:1 ratio @ PK-4. We will also continue to notify the Board of Trustees when any PK-4 class size exceeds the 22:1 ratio. The only action being waived is the required state notification of any PK-4 class size that exceeds the 22:1 ratio.

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan.[i]

Selecting a Depository

In accordance with the District's innovation plan, the District shall be exempt from the state laws requiring the use of a bidding process for selecting depository banking services and from the state law requiring that a contract be for a term of no more than two years and limiting the extension of a contract to no more than three additional two-year terms.

Also, in accordance with the District's innovation plan, the District shall be exempt from the state law that prohibits selecting a depository that is not insured by the Federal Deposit Insurance Corporation.

The Superintendent or designee shall have the authority to determine the method of selecting a depository in accordance with BDAE(LEGAL).

Allowable Collateral

In accordance with the District's innovation plan, the District shall be exempt from the state law requiring a bank depository to provide a bond or pledged securities to secure deposits of public funds.

~~Eligible securities for collateralization of deposits are those defined as "eligible securities" by the Public Funds Collateral Act.~~

~~Monitoring Collateral Adequacy~~

~~The District shall require monthly reports with market values of pledged securities from all financial institutions with which the District has collateralized deposits. The investment officers shall monitor adequacy of collateralization levels to verify market values and total collateral positions.~~

~~Release of Pledged Securities~~

~~The investment officer or designee shall approve in writing the release or substitution of any securities pledged to the District that are being held by any organization.~~

[1] Innovation Plan: https://www.ectorcountyisd.org/

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan.[i]

Fiduciary Responsibility

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District accounting practices and procedures, and the Texas Education Agency (TEA) *Financial Accountability System Resource Guide*.

Student Activity Funds

The Superintendent shall ensure that student activity accounts are maintained to manage all class funds and other funds raised and collected by student clubs or organizations for a school-related purpose. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

Use and Expenditure

Funds collected by student groups shall be used only for purposes authorized by the student club or organization. The principal and sponsor shall manage and approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students.

~~**District and Campus Activity Funds**~~

~~The Superintendent shall ensure District accounting practices and procedures address the expenditure of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose.~~

In accordance with the District's innovation plan, the District shall be exempt from the state law requiring the adoption of a policy governing the expenditure of local funds from vending machines, rentals, gate receipts, or other local sources of revenue over which the District has direct control.

~~Approval~~

~~Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.~~

Carryover Funds

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If a club or organization ceases to function or exist, the unexpended

funds shall be credited to the appropriate administrative activity account.

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[i] Innovation Plan: https://www.ectorcountyisd.org/

ADD POLICY

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

In accordance with the District's innovation plan, the District is exempt from the state law requiring a district to permit an employee to have membership fees or dues to professional organizations deducted from the employee's salary. The District shall have the flexibility to permit payroll deductions for professional dues to educational organizations related to the District.

Also, in accordance with the District's innovation plan, the District is exempt from the state law requiring a district to honor an assignment, pledge, or transfer, as security for indebtedness, and to make appropriate payment to the assignee, pledgee, or transferee. The District shall restrict payroll deductions to expenses related to the District.

[1] Innovation Plan: https://www.ectorcountyisd.org/

PROPOSED REVISIONS

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

District of Innovation Exemptions

In accordance with the District's innovation plan, the District is exempt from the state law requiring that purchases or leases of automated external defibrillators (AED) meets standards established by the federal Food and Drug Administration.

In accordance with the District's innovation plan, the District is exempt from the state law requiring that cooperative purchasing contract-related fees be presented annually in a written report to the Board in an open meeting.

In accordance with the District's innovation plan, the District is exempt from the state law prohibiting a district from considering a vendor's membership or relation with an organization and including in bid specifications, agreements or subsequent contracts language that would deny or diminish the right of a person to work because of the person's membership or relations with any organization.

Purchasing Authority

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, except as provided below, shall require Board approval before a transaction may take place.

The Superintendent is not required to obtain Board approval for the following types of budgeted purchases, regardless of cost:

1. A purchase made pursuant to a Board-approved interlocal contract or a cooperative purchasing program, in accordance with law;
2. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL) or CBB(LEGAL)]; or
3. A continuing or periodic purchase under a Board-approved bid or contract.

Exception for Emergency Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and

safety of District students and staff. Prior to the transaction, the Superintendent shall obtain the approval of the Board President.

The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

Competitive Bidding

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

Competitive Sealed Proposals

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

Electronic Bids or Proposals

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with

Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

Responsibility for Debts

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

Purchase Commitments

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

Personal Purchases

District employees shall not be permitted to make purchases for personal use through the District's business office.

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[1] Innovation Plan: https://www.ectorcountyisd.org/

ADD POLICY

Note: This local policy has been revised in accordance with the District's innovation plan.[1]

Class Size Ratio

In accordance with the District's innovation plan, the District is exempt from the state law that requires a district not to enroll more than 22 students in a prekindergarten–grade 4 class.

[1] Innovation Plan: https://www.ectorcountyisd.org/

Ector County ISD

Tax Rate Hearing

2022 – 2023

Presented by: Deborah Ottmers, ECISD Chief Financial Officer

9/20/2022

50-280 (Rev -10/5)

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Ector County Independent School District will hold a public meeting at 6:00 p.m. Tuesday, June 21, 2022 in the ECISD Central Administration Office first floor Board Room at 802 N. Sam Houston, Odessa TX. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$ .99840	/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$ .17952	/$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Rates with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and operations	10.05 %	increase
Debt service	54.99 %	increase
Total expenditures	12.50 %	increase

Total Appraised Value and Total Taxable Value
(as calculated under Section 26.04, Tax Code)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$ 19,238,355,839	$ 20,592,082,595
Total appraised value* of new property**	$ 250,092,196	$ 299,728,670
Total taxable value*** of all property	$ 14,992,297,409	$ 15,733,506,416
Total taxable value*** of new property**	$ 223,039,996	$ 265,489,607

* "Appraised value" is the amount shown on the appraisal roll and defined by Section 1.04 (8), Tax Code
** "New property" is defined by Section 26.012 (17), Tax Code
*** "Taxable value" is defined by Section 1.04 (10), Tax Code

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $ 155,000,000

* Outstanding Principal for 2022/23

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations*	Interest & Sinking Fund**	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 1.05170	$ .12622	$ 1.17792	$ 5,661	$ 4,279
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 1.05178	$ .17583	$ 1.22761	$ 6,058	$ 4,145
Proposed Rate	$ .99840	$ .17952	$ 1.17792	$ 5,687	$ 4,262

* A school district may not levy the district's maintenance taxes described by Section 45.002 at a rate intended to create a surplus in maintenance tax revenue for the purpose of paying the district's debt service.
** The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 218,400	$ 226,046
Average Taxable Value of Residences	$ 148,452	$ 144,345
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.17792	$ 1.17792
Taxes Due on Average Residence	$ 1,749	$ 1,700
Increase (Decrease) in Taxes		$ (49)

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approved Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.17792. This election will be automatically held if the district adopts a rate in excess of the voter-approved rate of $1.17792.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	$ 54,722,333
Interest & Sinking Fund Balance(s)	$ 14,314,999

Property Tax

Based on estimated property values in April 2022

Published in Newspaper on 6/11/22

35

Based on **certified** property values in **July** 2022

Notice Published in Newspaper on **9/7/22**

50-777

NOTICE OF PUBLIC MEETING TO DISCUSS PROPOSED TAX RATE

The Ector County Independent School District will hold a public meeting at 6:00 p.m. Tuesday, September 20, 2022 in the ECISD Central Administration Office first floor Board Room at 802 N. Sam Houston, Odessa TX. **The purpose of this meeting is to discuss the school district's tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$ .98100	/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$ .19692	/$100 (Proposed rate to pay bonded indebtedness)

Total Appraised Value and Total Taxable Value
(as calculated under Tax Code Section 26.04)

	Preceding Tax Year	Current Tax Year****
Total appraised value* of all property	$ 18,641,884,578	$ 20,975,132,440
Total appraised value* of new property**	$ 248,208,775	$ 292,693,252
Total taxable value*** of all property	$ 14,448,009,937	$ 16,070,401,685
Total taxable value*** of new property**	$ 215,914,153	$ 247,536,605

* "Appraised value" is the amount shown on the appraisal roll and defined by Tax Code Section 1.04 (8)
** "New property" is defined by Tax Code Section 26.012 (17)
*** "Taxable value" is defined by Tax Code Section 1.04 (10)
**** All values identified are based on estimate(s) of taxable value received pursuant to Tax Code Section 26.01(e).

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness principal* $ 155,000,000

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations*	Interest & Sinking Fund**	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 1.05170	$ .12622	$ 1.17792	$ 5,698	$ 4,319
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 1.01020	$ .20713	$ 1.21733	$ 5,835	$ 4,429
Proposed Rate	$ .98100	$ .19692	$ 1.17792	$ 5,748	$ 4,449

* A school district may not levy the district's maintenance taxes described by Section 45.002 at a rate intended to create a surplus in maintenance tax revenue for the purpose of paying the district's debt service.
** The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 218,400	$ 229,619
Average Taxable Value of Residences	$ 148,452	$ 144,329
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.17792	$ 1.17792
Taxes Due on Average Residence	$ 1,749	$ 1,700
Increase (Decrease) in Taxes		$ (49)

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approved Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.17792. This election will be automatically held if the district adopts a rate in excess of the voter-approved rate of $1.17792.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	$ 54,722,333
Interest & Sinking Fund Balance(s)	$ 14,314,999

36

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$ .98100	/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax	$ .19692	/$100 (Proposed rate to pay bonded indebtedness)
Approved by Local Voters		

Total tax rate same; 1.74 cents adj between M&O and I&S from June

Total Appraised Value and Total Taxable Value
(as calculated under Tax Code Section 26.04)

	Preceding Tax Year	Current Tax Year****
Total appraised value* of all property	$ 18,641,884,578	$ 20,975,132,440
Total appraised value* of new property**	$ 248,208,775	$ 292,693,252
Total taxable value*** of all property	$ 14,448,009,937	$ 16,070,401,685
Total taxable value*** of new property**	$ 215,914,153	$ 247,536,605

* "Appraised value" is the amount shown on the appraisal roll and defined by Tax Code Section 1.04 (8)
** "New property" is defined by Tax Code Section 26.012 (17)
*** "Taxable value" is defined by Tax Code Section 1.04 (10)
**** All values identified are based on estimate(s) of taxable value received pursuant to Tax Code Section 26.01(e)

Approximate increase in total value: 12% (instead of the 7% we expected based on estimated values)

37

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations*	Interest & Sinking Fund**	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 1.05170	$ .12622	$ 1.17792	$ 5,698	$ 4,319
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 1.01020	$ .20713	$ 1.21733	$ 5,835	$ 4,429
Proposed Rate	$ .98100	$ .19692	$ 1.17792	$ 5,748	$ 4,449

* A school district may not levy the district's maintenance taxes described by Section 45.002 at a rate intended to create a surplus in maintenance tax revenue for the purpose of paying the district's debt service.

** The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Gross revenue per penny of tax: $1.55 million

38

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 218,400	$ 229,619
Average Taxable Value of Residences	$ 148,452	$ 144,329
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.17792	$ 1.17792
Taxes Due on Average Residence	$ 1,749	$ 1,700
Increase (Decrease) in Taxes		$ (49)

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in a year after the person turned 65, regardless of changes in tax rate or property value.

Approximate decrease in average homestead taxes: $49

Notice of Voter-Approved Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.17792. This election will be automatically held if the district adopts a rate in excess of the voter-approved rate of $1.17792.

Tax Rate compared to prior year

- The total tax rate is the same as the prior year.
- The M&O tax rate is compressed down from 1.0517 to .9810
- The I&S tax rate is increased from .12622 to .19692
- The I&S tax rate is not higher than the allowable to cover bond costs.
- The total tax rate is not higher than the effective tax rate.
- The total tax rate is not higher than the voter approval rate.
- The M&O tax rate is not higher than the effective tax rate.
- The total tax rate is effectively a 7.10% increase over the no-new-revenue tax rate due to the I&S tax rate increase.

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Maximum Compressed Rate (MCR)

Appendix

Texas Education Agency

TEA final calculated rate on 8/4/22 prior to adoption of tax rate in September.

68901	ECTOR COUNTY ISD
TY 2021 Value Lost to the Local Optional Homestead Exemption	$1,062,118,094
TY 2021 Comptroller Certified School District Taxable Value for M&O Purposes (T2)	$15,245,722,555
TY 2021 Chief Appraiser's July 25th Certified Taxable Property Values from the Certified Appraisal Roll	$14,448,009,937
TY 2022 Chief Appraiser's July 25th Certified Taxable Property Values from the Certified Appraisal Roll	$16,070,401,685
CAD Value Growth (calculated)	11.23%
TY 2022 Property Value No Longer Subject to a Limitation on Appraised Value under Chapter 313, Tax Code	$0
TY 2022 Property Value No Longer Subject to a Limitation on Appraised Value under Chapter 311, Tax Code	$0
Total Exemption expiry (E) (per TEC §48.2551 (a))	$0
Growth Net of Expiring Chapter 313 or 311 Agreements (calculated)	11.23%
TY 2022 Local Optional Homestead Exemption Value Loss	$1,159,746,676
Local Optional Homestead Exemption Value Change (calculated)	$97,628,582
Estimated TY 2022 Comptroller Certified School District Value for M&O purposes (T2)	$16,936,052,342
Prior Year (TY 2021) Maximum Compressed Tax Rate (MCR)	0.9134
Local Preliminary MCR = (1.025((TY 2021 DPV+E) * PYMCR)) / TY 2022 T2	0.8427
TY 2022 State Compression Percentage (lesser of PY State MCR or (0.9134 * (1.025/1.0436))-0.003	0.8941
TEC §48.2552 TY 2022 Limitation on Maximum Compressed Tax Rate (0.8941 * 0.9)	0.8046
MCR (lesser of state or local compression) (greater of local compression limitation under TEC §48.2552)	**0.8427**

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No New Revenue (NNR) and Voter Approved Tax Rate (VATR)

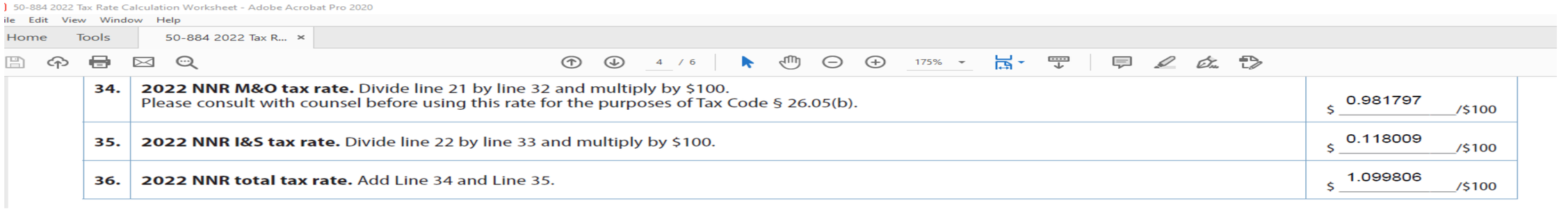
Texas Education Agency

Appendix

These numbers are illustrative only and do not constitute a legal opinion of the TEA.	
Districts should in all cases consult with their tax attorney before adopting a tax rate.	
Data entry cells are highlighted in yellow in column B. Do not enter data in other cells containing formulas.	
ECTOR COUNTY ISD	
District's total adopted (**allowed**) TY 2021 M&O tax rate	$1.0517
Enter TY 2021 Tax effort adopted by district in response to a disaster under 26.08 (a-1), Tax Code	$ -
District's total adopted (**allowed**) TY 2021 M&O tax rate net of pennies adopted to respond to disaster	$1.0517
Maximum Tier one tax rate (limited to 90% of highest taxing district)	***$0.8427***
Golden Pennies	$0.0800
Copper Pennies	$0.0583
Unequalized pennies for certain Harris County districts under special law	$0.0000
TY 2022 Total M&O tax rate with no increase	**$0.9810**
Voter Approval (Rollback) Tax Rate for TY 2022	
Section 26.08 (n) (A) District Maximum Compressed Tax Rate (MCR)	**$0.8427**
(B) (i) Districts TY 2021 enrichment Tax rate	$0.1383
(B) (ii) 5 cents if applicable	$0.0000
Enter TY 2022 Tax effort adopted by district in response to a disaster under 26.08 (a-1), Tax Code	$ -
TY 2022 I&S Tax Rate	
Voter Approval Tax Rate	**$0.9810**
Debt Svc	0.19692
	$1.17792

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Ector County Appraisal District calculation of no new revenue tax rates


50-884 2022 Tax Rate Calculation Worksheet - Adobe Acrobat Pro 2020

ile Edit View Window Help

Home Tools 50-884 2022 Tax R... ×

4 / 6 175%

34.	**2022 NNR M&O tax rate.** Divide line 21 by line 32 and multiply by $100. Please consult with counsel before using this rate for the purposes of Tax Code § 26.05(b).	$ 0.981797 /$100
35.	**2022 NNR I&S tax rate.** Divide line 22 by line 33 and multiply by $100.	$ 0.118009 /$100
36.	**2022 NNR total tax rate.** Add Line 34 and Line 35.	$ 1.099806 /$100

Note: The same total tax rate of $1.17792 is effectively a 7.10%increase in the tax rate since it exceeds the no new revenue tax rate of $1.099806.

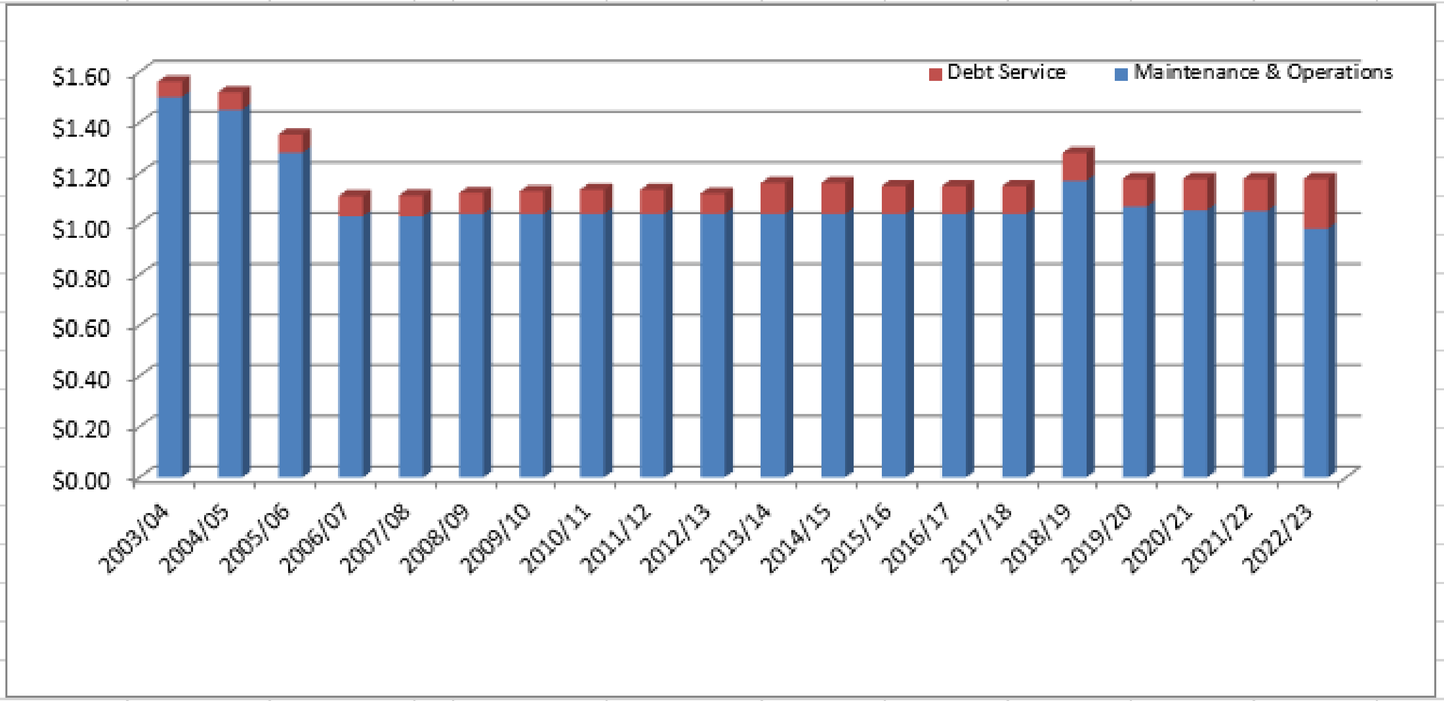
It is only the I&S tax rate that is higher than the no new revenue rate, but it is not higher than allowed to make required bond payments.

39.	**2022 maintenance and operations (M&O) tax rate (TR).** Add Lines 37 and 38. Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate. [27]	$ 0.9810 /$100
46.	**2022 debt rate.** Divide Line 44 by Line 45 and multiply by $100.	$ 0.203239 /$100

Ector County ISD
Tax Rate History
Per $100 Valuation

Required by Section 26.16 Tax Code

Fiscal Year	(M&O) Maintenance & Operations	(I&S) Debt Service	Total Tax Rate	Change
2003/04	1.50000	0.06100	1.56100	
2004/05	1.45000	0.06920	1.51920	-0.04180
2005/06	1.28000	0.07250	1.35250	-0.16670
2006/07	1.03000	0.08000	1.11000	-0.24250
2007/08	1.03000	0.08200	1.11200	0.00200
2008/09	1.04000	0.08200	1.12200	0.01000
2009/10	1.04000	0.08860	1.12860	0.00660
2010/11	1.04000	0.09500	1.13500	0.00640
2011/12	1.04000	0.09500	1.13500	0.00000
2012/13	1.04000	0.07950	1.11950	-0.01550
2013/14	1.04000	0.12100	1.16100	0.04150
2014/15	1.04000	0.12100	1.16100	0.00000
2015/16	1.04000	0.11000	1.15000	-0.01100
2016/17	1.04000	0.11000	1.15000	0.00000
2017/18	1.04000	0.10960	1.14960	-0.00040
2018/19	1.17000	0.10960	1.27960	0.13000
2019/20	1.06835	0.10957	1.17792	-0.10168
2020/21	1.05470	0.12322	1.17792	0.00000
2021/22	1.05170	0.12622	1.17792	0.00000
2022/23	0.98100	0.19692	1.17792	0.00000



Finance Division

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Ector County ISD

Tax Rate Hearing

2022 – 2023

Presented by: Deborah Ottmers, ECISD Chief Financial Officer

9/20/2022

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSS AND CONSIDER ADOPTION OF AN ORDER AUTHORIZING THE DEFEASANCE AND REDEMPTION OF A PORTION OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2013; AND LEVYING A TAX IN PAYMENT THEREOF**

DATE: September 20, 2022

Attached is:

A resolution for the redemption of a portion of the Series 2013 Bonds for a savings of $7,749,187.60 in future interest costs.

An escrow agreement to hold the funds until such time the bonds are callable.

****

Administrative Recommendation:

Approval of defeasance and redemption of a portion of 2013 bonds.

ORDER AUTHORIZING DEFEASANCE AND REDEMPTION OF A PORTION OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2013; AND LEVYING A TAX IN PAYMENT THEREOF

WHEREAS, Ector County Independent School District (the "District") has issued and has outstanding the following bonds heretofore approved by voters pursuant to Sections 45.001 and 45.003, Texas Education Code:

> Ector County Independent School District Unlimited Tax School Building Bonds, Series 2013, dated February 15, 2013, currently outstanding in the aggregate principal amount of $34,170,000 (the "Outstanding Bonds");

WHEREAS, Section 45.001 of the Texas Education Code authorizes the District to levy, pledge, assess, and collect annual ad valorem taxes sufficient to pay the principal of and interest on the Outstanding Obligations before the principal and interest become due;

WHEREAS, the Outstanding Bonds may be redeemed prior their stated maturities at the option of the District at a redemption price equal to the principal to be redeemed plus accrued interest to the date of redemption;

WHEREAS, this Board of Trustees of the District finds and determines that it is necessary and in the best interests of the District to redeem and discharge a portion of the Outstanding Bonds; and

WHEREAS, it is hereby officially found and determined that the meeting at which this Order was passed was open to the public, and public notice of the time, place, and purpose of said meeting was given, all as required by Chapter 551, Texas Government Code.

THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT:

Section 1. The District hereby exercises its option to redeem a portion of the Outstanding Bonds on August 15, 2023 (the "Redemption Date"), in the aggregate principal amount of $20,725,000, to be applied to the following:

2013 Bonds

Original Maturity Date	Principal Amount Outstanding	Principal Amount Being Redeemed
August 15, 2033	$ 9,875,000	$ 35,000
August 15, 2034	10,180,000	10,180,000
August 15, 2035	10,510,000	10,510,000
	$35,280,000	$20,725,000

Section 2. (a) The District hereby directs that the Outstanding Bonds be called for redemption in the amount, on the date and as set forth in Section 1. Each of such Outstanding Bonds shall be redeemed at the redemption price of par plus accrued interest.

(b) In addition, the appropriate notices of redemption and defeasance for the Outstanding Bonds are hereby directed to be given as specified by the order authorizing the issuance of the Outstanding

Bonds and appropriate arrangements shall be made as specified by the order authorizing the issuance of the Outstanding Bonds and in accordance with State law so that the Outstanding Bonds may be redeemed on their redemption date. The Outstanding Bonds shall be presented for redemption at the paying agent/registrar therefore, and shall not bear interest after the date fixed for redemption.

Section 3. On or before February 15, 2023 (the "Defeasance Date"), the District shall deposit with or make available to The Bank of New York Mellon Trust Company, N.A., as Escrow Agent, funds in an amount sufficient to pay the interest to come due on August 15, 2023 on the Outstanding Bonds called for redemption and the principal amount on the Redemption Date of the Outstanding Bonds called for redemption. A rate and amount of ad valorem tax that will be sufficient to raise and produce the money required to make the aforementioned deposit on or before the Defeasance Date is hereby levied, and is hereby ordered to be levied, against all taxable property in the District; and said tax shall be based on the latest approved tax rolls of the District, with full allowance being made for tax delinquencies and the cost of tax collection.

Section 4. The President of the Board or Superintendent of the District is hereby authorized and directed to execute and deliver an Escrow Agreement with the Escrow Agent, in substantially the form presented at this meeting, and to authorize and execute such contributions and investments as may be necessary for the Escrow Fund. Legally available funds of the District are hereby authorized and appropriated in the amounts necessary for such purpose.

Section 5. The officers and employees of the District are hereby authorized and directed to take such actions and to execute and deliver such documents, certificates and receipts, including without limitation notices of redemption with respect to the Outstanding Bonds to be redeemed, as necessary or appropriate to consummate the transactions authorized by this Order and to redeem said Outstanding Bonds in accordance with the provisions and requirements of said Outstanding Bonds.

(execution page follows)

PASSED AND APPROVED this September 20, 2022.

President, Board of Trustees
Ector County Independent School District

Secretary, Board of Trustees
Ector County Independent School District

[SEAL]

ESCROW AGREEMENT

Ector County Independent School District
Unlimited Tax School Building Bonds, Series 2013

THIS ESCROW AGREEMENT, dated as of February 15, 2023 (herein, together with any amendments or supplements hereto, called the "Agreement") is entered into by and between the Ector County Independent School District (herein called the "Issuer") and The Bank of New York Mellon Trust Company, National Association, Dallas, Texas, as escrow agent (herein, together with any successor in such capacity, called the "Escrow Agent"). The addresses of the Issuer and the Escrow Agent are shown on Exhibit "A" attached hereto and made a part hereof.

W I T N E S S E T H:

WHEREAS, the Issuer heretofore issued and there presently remain outstanding the obligations (the "Defeased Obligations") described in the Verification Report of Public Finance Partners LLP (the "Report") relating to the Defeased Obligations, attached hereto as Exhibit "B" and made a part hereof; and

WHEREAS, the Defeased Obligations are scheduled to mature in such years, bear interest at such rates, and be payable at such times and in such amounts as are set forth in the Report; and

WHEREAS, when firm banking arrangements have been made for the payment of principal and interest to the maturity or redemption dates of the Defeased Obligations, then the Defeased Obligations shall no longer be regarded as outstanding except for the purpose of receiving payment from the funds provided for such purpose; and

WHEREAS, Chapter 1207, Texas Government Code ("Chapter 1207"), authorizes the Issuer to issue refunding bonds and to deposit the proceeds from the sale thereof, and any other available funds or resources, directly with any paying agent for the Defeased Obligations, or a trust company or commercial bank that does not act as a depository for the Issuer, and such deposit, if made before such payment dates and in sufficient amounts, shall constitute the making of firm banking and financial arrangements for the discharge and final payment of the Defeased Obligations; and

WHEREAS, Chapter 1207 further authorizes the Issuer to enter into an escrow agreement with any such paying agent for any of the Defeased Obligations, or a trust company or commercial bank that does not act as a depository for the Issuer, with respect to the safekeeping, investment, administration and disposition of any such deposit, upon such terms and conditions as the Issuer and such paying agent, trust company or commercial bank may agree, provided that such deposits may be invested only in obligations described in Section 1207.062 of Chapter 1207, which obligations may be in book entry form, and which shall mature and/or bear interest payable at such times and in such amounts as will be sufficient to provide for the scheduled payment of principal and interest on the Defeased Obligations when due; and

WHEREAS, the Escrow Agent is the paying agent for the Defeased Obligations (in such capacity, the "Paying Agent"), and this Agreement constitutes an escrow agreement of the kind authorized and required by said Chapter 1207; and

WHEREAS, Chapter 1207 makes it the duty of the Escrow Agent to comply with the terms of this Agreement and timely make available to the Paying Agent for the Defeased Obligations the amounts required to provide for the payment of the principal of and interest on such obligations when due, and in accordance with their terms, but solely from the funds, in the manner, and to the extent provided in this Agreement; and

WHEREAS, the Issuer desires that funds to be provided by the Issuer to the Escrow Agent shall be deposited to the credit of the Escrow Fund created pursuant to the terms of this Agreement and applied to purchase certain obligations described in Section 1207.062 of Chapter 1207, hereinafter defined as the "Escrowed Securities" for deposit to the credit of the Escrow Fund created pursuant to the terms of this Agreement and to establish a beginning cash balance (if needed) in such Escrow Fund; and

WHEREAS, the Escrowed Securities shall mature and the interest thereon shall be payable at such times and in such amounts so as to provide moneys which, together with cash balances from time to time on deposit in the Escrow Fund, will be sufficient to pay interest on the Defeased Obligations as it accrues and becomes payable and the principal of the Defeased Obligations on their maturity dates or dates of redemption; and

WHEREAS, to facilitate the receipt and transfer of proceeds of the Escrowed Securities, particularly those in book entry form, the Issuer desires to establish the Escrow Fund at the principal corporate trust office of the Escrow Agent.

NOW, THEREFORE, in consideration of the mutual undertakings, promises and agreements herein contained, the sufficiency of which hereby are acknowledged, and to secure the full and timely payment of principal of and the interest on the Defeased Obligations, the Issuer and the Escrow Agent mutually undertake, promise, and agree for themselves and their respective representatives and successors, as follows:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Recitals. The recitals set forth in the preamble hereof are incorporated herein and shall have the same force and effect as if set forth in this Section.

Section 1.02. Definitions. Unless the context clearly indicates otherwise, the following terms shall have the meanings assigned to them below when they are used in this Agreement:

"Code" means the Internal Revenue Code of 1986, as amended, or to the extent applicable the Internal Revenue Code of 1954, together with any other applicable provisions of any successor federal income tax laws.

"Escrow Fund" means the fund created by this Agreement to be administered by the Escrow Agent pursuant to the provisions of this Agreement.

"Escrowed Securities" means, subject to any restrictions set forth in any order, ordinance or resolution of the Issuer authorizing the issuance of the Defeased Obligations, the obligations permitted by Section 1207.062 of Chapter 1207 as described in the Report or cash or other obligations permitted by Section 1207.062 of Chapter 1207 substituted therefor pursuant to Article IV of this Agreement.

Section 1.03. Other Definitions. The terms "Agreement", "Issuer", "Escrow Agent", "Defeased Obligations", "Refunding Obligations," "Report" and "Paying Agent", when they are used in this Agreement, shall have the meanings assigned to them in the preamble to this Agreement.

Section 1.04. Interpretations. The titles and headings of the articles and sections of this Agreement have been inserted for convenience and reference only and are not to be considered a part hereof and shall not in any way modify or restrict the terms hereof. This Agreement and all of the terms and provisions hereof shall be liberally construed to effectuate the purposes set forth herein and to achieve the intended purpose of providing for the refunding of the Defeased Obligations in accordance with applicable law.

ARTICLE II

DEPOSIT OF FUNDS AND ESCROWED SECURITIES

Section 2.01. Deposits in the Escrow Fund. The Issuer shall deposit, or cause to be deposited, with the Escrow Agent, for deposit in the Escrow Fund, the funds and Escrowed Securities described in the Report, and the Escrow Agent shall, upon the receipt thereof, acknowledge such receipt to the Issuer in writing.

ARTICLE III

CREATION AND OPERATION OF ESCROW FUND

Section 3.01. Escrow Fund. The Escrow Agent has created on its books a special trust fund and irrevocable escrow to be known as the Ector County Independent School District 2022 Cash Defeasance Escrow Fund (the "Escrow Fund"). The Escrow Agent hereby agrees that upon receipt thereof it will irrevocably deposit to the credit of the Escrow Fund the funds and the Escrowed Securities described in the Report. Such deposit, all proceeds therefrom, and all cash balances from time to time on deposit therein (a) shall be the property of the Escrow Fund, (b) shall be applied only in strict conformity with the terms and conditions of this Agreement, and

(c) are hereby irrevocably pledged to the payment of the principal of and interest on the Defeased Obligations, which payment shall be made by timely transfers of such amounts at such times as are provided for in Section 3.02 hereof. When the final transfers have been made for the payment of such principal of and interest on the Defeased Obligations, any balance then remaining in the Escrow Fund shall be transferred to the Issuer, and the Escrow Agent shall thereupon be discharged from any further duties hereunder.

Section 3.02. Payment of Principal and Interest. The Escrow Agent is hereby irrevocably instructed to transfer from the cash balances from time to time on deposit in the Escrow Fund, the amounts required to pay the principal of the Defeased Obligations at their respective maturity dates and interest thereon to such maturity dates in the amounts and at the times shown in the Report.

Section 3.03. Sufficiency of Escrow Fund. The Issuer represents that the successive receipts of the principal of and interest on the Escrowed Securities will assure that the cash balance on deposit from time to time in the Escrow Fund will be at all times sufficient to provide moneys for transfer to the Paying Agent at the times and in the amounts required to pay the interest on the Defeased Obligations as such interest comes due and the principal of the Defeased Obligations as the Defeased Obligations mature, all as more fully set forth in the Report. If, for any reason, at any time, the cash balances on deposit or scheduled to be on deposit in the Escrow Fund shall be insufficient to transfer the amounts required by each place of payment (paying agent) for the Defeased Obligations to make the payments set forth in Section 3.02 hereof, the Issuer shall timely deposit in the Escrow Fund, from any funds that are lawfully available therefor, additional funds in the amounts required to make such payments. Notice of any such insufficiency shall be given as promptly as practicable as hereinafter provided, but the Escrow Agent shall not in any manner be responsible for any insufficiency of funds in the Escrow Fund or the Issuer's failure to make additional deposits thereto.

Section 3.04. Trust Fund. The Escrow Agent shall hold at all times the Escrow Fund, the Escrowed Securities and all other assets of the Escrow Fund, wholly segregated from all other funds and securities on deposit with the Escrow Agent; it shall never allow the Escrowed Securities or any other assets of the Escrow Fund to be commingled with any other funds or securities of the Escrow Agent; and it shall hold and dispose of the assets of the Escrow Fund only as set forth herein. The Escrowed Securities and other assets of the Escrow Fund shall always be maintained by the Escrow Agent as trust funds for the benefit of the owners of the Defeased Obligations; and a special account thereof shall at all times be maintained on the books of the Escrow Agent. The owners of the Defeased Obligations shall be entitled to the same preferred claim and first lien upon the Escrowed Securities, the proceeds thereof, and all other assets of the Escrow Fund to which they are entitled as owners of the Defeased Obligations. The amounts received by the Escrow Agent under this Agreement shall not be considered as a banking deposit by the Issuer, and the Escrow Agent shall have no right to title with respect thereto except as a constructive trustee and Escrow Agent under the terms of this Agreement. The amounts received by the Escrow Agent under this Agreement shall not be subject to warrants, drafts or checks drawn by the Issuer or, except to the extent expressly herein provided, by the Paying Agent.

Section 3.05. Security for Cash Balances. Cash balances from time to time on deposit in the Escrow Fund shall, to the extent not insured by the Federal Deposit Insurance Corporation or its successor, be continuously secured by a pledge of direct obligations of, or obligations unconditionally guaranteed by, the United States of America, having a market value at least equal to such cash balances.

ARTICLE IV

LIMITATION ON INVESTMENTS

Section 4.01. General Limitations. Except as provided in Sections 3.02, 4.02, 4.03 and 4.04 hereof, the Escrow Agent shall not have any power or duty to invest or reinvest any money held hereunder, or to make substitutions of the Escrowed Securities, or to sell, transfer or otherwise dispose of the Escrowed Securities.

Section 4.02. Reinvestment of Certain Cash Balances in Escrow by Escrow Agent. In addition to the Escrowed Securities listed in the Report, the Escrow Agent shall reinvest cash balances shown in the Report in United States Treasury Certificates of Indebtedness, Notes or Bonds - State and Local Government Series with an interest rate equal to zero percent (0%) (the "Zero SLGs") to the extent such Obligations are available from the Department of Treasury. All such re-investments shall be made only from the portion of cash balances derived from the maturing principal of and interest on any Escrowed Securities. Unless otherwise instructed by the Issuer in accordance with Section 4.03 hereof, the Escrow Agent shall acquire any Zero SLGs on the dates the Escrowed Securities listed in the Report mature, as shown in the Report, or on the first date Zero SLGs become available thereafter. The Escrow Agent shall purchase Zero SLGs that only mature on the dates shown in the Report.

Section 4.03. Substitutions and Reinvestments. At the discretion of the Issuer, the Escrow Agent shall reinvest cash balances representing receipts from the Escrowed Securities, make substitutions of the Escrowed Securities or redeem the Escrowed Securities and reinvest the proceeds thereof in other Escrowed Securities or hold such proceeds as cash, together with other moneys or Escrowed Securities held in the Escrow Fund provided that the Issuer delivers to the Escrow Agent the following:

(1) an opinion by an independent certified public accountant that after such substitution or reinvestment the principal amount of the Escrowed Securities in the Escrow Fund (which shall be noncallable, not pre-payable obligations described in Section 1207.062 of Chapter 1207), together with the interest thereon and other available moneys, will be sufficient to pay, without further investment or reinvestment, as the same become due in accordance with the Report, the principal of, interest on and premium, if any, on the Defeased Obligations which have not previously been paid, and

(2) an unqualified opinion of nationally recognized municipal bond counsel to the effect that (a) such substitution or reinvestment will not cause the Defeased Obligations to be "arbitrage bonds" within the meaning of Section 103 of the Code or the regulations thereunder in effect on the date of such substitution or reinvestment, or otherwise make

the interest on the Defeased Obligations subject to federal income taxation, and (b) such substitution or reinvestment complies with the Constitution and laws of the State of Texas and with all relevant documents relating to the issuance of the Defeased Obligations.

The Escrow Agent shall have no responsibility or liability for loss or otherwise with respect to investments made at the direction of the Issuer.

Section 4.04. Substitution for Escrowed Securities. Concurrently with the initial deposit by the Issuer with the Escrow Agent, but not thereafter, the Issuer, at its option, may substitute cash or non-interest bearing direct noncallable and not pre-payable Escrowed Securities described in Section 1207.062 of Chapter 1207 (i.e., obligations which mature and are payable in a stated amount on the maturity date thereof, and for which there are no payments other than the payment made on the maturity date) (the "Substitute Obligations") for Escrowed Securities, if any, but only if such Substitute Obligations:

(a) are in an amount, and/or mature in an amount, which is equal to or greater than the amount payable on the maturity date of the obligation listed in the Report for which such Substitute Obligation is substituted,

(b) mature on or before the maturity date of the obligation listed in the Report for which such Substitute Obligation is substituted, and

(c) produce the amount necessary to pay the interest on and principal of the Defeased Obligations, as set forth in the Report, as verified by a certified public accountant or a firm of certified public accountants.

If, concurrently with the initial deposit by the Issuer with the Escrow Agent, any such Substitute Obligations are so substituted for any Escrowed Securities, the Issuer may, at any time thereafter, substitute for such Substitute Obligations the same Escrowed Securities for which such Substitute Obligations originally were substituted.

Section 4.05. Arbitrage. The Issuer hereby covenants and agrees that it shall never request the Escrow Agent to exercise any power hereunder or permit any part of the money in the Escrow Fund or proceeds from the sale of Escrowed Securities to be used directly or indirectly to acquire any securities or obligations if the exercise of such power or the acquisition of such securities or obligations would cause any Refunding Obligations or Defeased Obligations to be an "arbitrage bond" within the meaning of the Code.

ARTICLE V

APPLICATION OF CASH BALANCES

Section 5.01. In General. Except as provided in Sections 3.02, 4.02, 4.03 and 4.04 hereof, no withdrawals, transfers, or reinvestment shall be made of cash balances in the Escrow Fund.

ARTICLE VI

RECORDS AND REPORTS

Section 6.01. Records. The Escrow Agent will keep books of record and account in which complete and correct entries shall be made of all transactions relating to the receipts, disbursements, allocations and application of the money and Escrowed Securities deposited to the Escrow Fund and all proceeds thereof, and such books shall be available for inspection at reasonable hours and under reasonable conditions by the Issuer and the owners of the Defeased Obligations.

Section 6.02. Reports. While this Agreement remains in effect, the Escrow Agent annually shall prepare and send to the Issuer a written report summarizing all transactions relating to the Escrow Fund during the preceding year, including, without limitation, credits to the Escrow Fund as a result of interest payments on or maturities of the Escrowed Securities and transfers from the Escrow Fund for payments on the Defeased Obligations or otherwise, together with a detailed statement of all Escrowed Securities and the cash balance on deposit in the Escrow Fund as of the end of such period.

ARTICLE VII

CONCERNING THE PAYING AGENT AND ESCROW AGENT

Section 7.01. Representations. The Escrow Agent hereby represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it herein, and that it will carry out all of its obligations hereunder.

Section 7.02. Limitation on Liability. The liability of the Escrow Agent to transfer funds for the payment of the principal of and interest on the Defeased Obligations shall be limited to the proceeds of the Escrowed Securities and the cash balances from time to time on deposit in the Escrow Fund. Notwithstanding any provision contained herein to the contrary, neither the Escrow Agent nor the Paying Agent shall have any liability whatsoever for the insufficiency of funds from time to time in the Escrow Fund or any failure of the obligors of the Escrowed Securities to make timely payment thereon, except for the obligation to notify the Issuer as promptly as practicable of any such occurrence.

The recitals herein and in the proceedings authorizing the Refunding Obligations shall be taken as the statements of the Issuer and shall not be considered as made by, or imposing any obligation or liability upon, the Escrow Agent. The Escrow Agent is not a party to the proceedings authorizing the Refunding Obligations or the Defeased Obligations and is not responsible for nor bound by any of the provisions thereof (except as a place of payment and paying agent and/or a Paying Agent/Registrar therefor). In its capacity as Escrow Agent, it is agreed that the Escrow Agent need look only to the terms and provisions of this Agreement.

Except as stated in Section 7.05 hereof, the Escrow Agent makes no representations as to the value, conditions or sufficiency of the Escrow Fund, or any part thereof, or as to the title of the Issuer thereto, or as to the security afforded thereby or hereby, and the Escrow Agent shall not incur any liability or responsibility in respect to any of such matters.

It is the intention of the parties hereto that the Escrow Agent shall never be required to use or advance its own funds or otherwise incur personal financial liability in the performance of any of its duties or the exercise of any of its rights and powers hereunder.

The Escrow Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Escrow Agent be responsible for the consequences of any error of judgment; and the Escrow Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its negligence or willful misconduct.

Unless it is specifically otherwise provided herein, the Escrow Agent has no duty to determine or inquire into the happening or occurrence of any event or contingency or the performance or failure of performance of the Issuer with respect to arrangements or contracts with others, with the Escrow Agent's sole duty hereunder being to safeguard the Escrow Fund, to dispose of and deliver the same in accordance with this Agreement. If, however, the Escrow Agent is called upon by the terms of this Agreement to determine the occurrence of any event or contingency, the Escrow Agent shall be obligated, in making such determination, only to exercise reasonable care and diligence, and in event of error in making such determination the Escrow Agent shall be liable only for its own willful misconduct or its negligence. In determining the occurrence of any such event or contingency the Escrow Agent may request from the Issuer or any other person such reasonable additional evidence as the Escrow Agent in its discretion may deem necessary to determine any fact relating to the occurrence of such event or contingency, and in this connection may make inquiries of, and consult with, among others, the Issuer at any time.

To the extent permitted by law, the Issuer agrees to indemnify, defend and hold the Escrow Agent and its officers, directors, agents, and employees harmless from and against any and all loss, damage, claim, liability and expense that may be incurred by the Escrow Agent arising out of or in connection with its acceptance or appointment as Escrow Agent hereunder, including the costs and expenses of defending itself against any claim or liability in connection with the exercise or performance of any of its powers or duties hereunder except that the Escrow Agent shall not be indemnified for any loss, damage, claim, liability, or expense resulting from its own negligence or willful misconduct. The foregoing indemnification shall survive the termination of this Agreement or the resignation or removal of the Escrow Agent for any reason.

Section 7.03. Compensation. (a) Concurrently with the sale and delivery of the Refunding Obligations, the Issuer shall pay to the Escrow Agent, as a fee for performing the services hereunder and for all expenses incurred or to be incurred by the Escrow Agent in the administration of this Agreement, the amount set forth in Exhibit C, attached hereto and made a part hereof, the sufficiency of which is hereby acknowledged by the Escrow Agent. In the event

that the Escrow Agent is requested to perform any extraordinary services hereunder, the Issuer hereby agrees to pay reasonable fees to the Escrow Agent for such extraordinary services and to reimburse the Escrow Agent for all expenses incurred by the Escrow Agent in performing such extraordinary services, and the Escrow Agent hereby agrees to look only to the Issuer for the payment of such fees and reimbursement of such expenses. The Escrow Agent hereby agrees that in no event shall it ever assert any claim or lien against the Escrow Fund for any fees for its services, whether regular or extraordinary, as Escrow Agent, as Paying Agent, or in any other capacity, or for reimbursement for any of its expenses.

(b) Upon receipt of the aforesaid specific sum stated in subsection (a) of this Section 7.03 for Escrow Agent fees, expenses, and services, the Escrow Agent shall acknowledge such receipt to the Issuer in writing.

Section 7.04. Successor Escrow Agents. If at any time the Escrow Agent or its legal successor or successors should become unable, through operation or law or otherwise, to act as escrow agent hereunder, or if its property and affairs shall be taken under the control of any state or federal court or administrative body because of insolvency or bankruptcy or for any other reason, a vacancy shall forthwith exist in the office of Escrow Agent hereunder. In such event the Issuer, by appropriate action, promptly shall appoint an Escrow Agent to fill such vacancy. If no successor Escrow Agent shall have been appointed by the Issuer within 60 days, a successor may be appointed by the owners of a majority in principal amount of the Defeased Obligations then outstanding by an instrument or instruments in writing filed with the Issuer, signed by such owners or by their duly authorized attorneys-in-fact. If, in a proper case, no appointment of a successor Escrow Agent shall be made pursuant to the foregoing provisions of this section within three months after a vacancy shall have occurred, the owner of any Defeased Obligation may apply to any court of competent jurisdiction to appoint a successor Escrow Agent. Such court may thereupon, after such notice, if any, as it may deem proper, prescribe and appoint a successor Escrow Agent.

Any successor Escrow Agent shall be a corporation organized and doing business under the laws of the United States or the State of Texas, authorized under such laws to exercise corporate trust powers, authorized under Texas law to act as an escrow agent, having its principal office and place of business in the State of Texas, having a combined capital and surplus of at least $5,000,000 and subject to the supervision or examination by Federal or State authority.

Any successor Escrow Agent shall execute, acknowledge and deliver to the Issuer and the Escrow Agent an instrument accepting such appointment hereunder, and the Escrow Agent shall execute and deliver an instrument transferring to such successor Escrow Agent, subject to the terms of this Agreement, all the rights, powers and trusts of the Escrow Agent hereunder. Upon the request of any such successor Escrow Agent, the Issuer shall execute any and all instruments in writing for more fully and certainly vesting in and confirming to such successor Escrow Agent all such rights, powers and duties.

The Escrow Agent at the time acting hereunder may at any time resign and be discharged from the trust hereby created by giving not less than sixty (60) days' written notice to the Issuer and publishing notice thereof, specifying the date when such resignation will take effect, in a

newspaper printed in the English language and with general circulation in New York, New York, such publication to be made once at least three (3) weeks prior to the date when the resignation is to take effect. No such resignation shall take effect unless a successor Escrow Agent shall have been appointed by the owners of the Defeased Obligations or by the Issuer as herein provided and such successor Escrow Agent shall be a paying agent for the Defeased Obligations and shall have accepted such appointment, in which event such resignation shall take effect immediately upon the appointment and acceptance of a successor Escrow Agent.

Under any circumstances, the Escrow Agent shall pay over to its successor Escrow Agent proportional parts of the Escrow Agent's fee and, if applicable, its Paying Agent's fee hereunder.

Section 7.05. Representations as Paying Agent for Defeased Obligations. In its capacity as Paying Agent for the Defeased Obligations, the Escrow Agent hereby represents and acknowledges that the total amount due on the redemption date for the Defeased Obligations is the amount set forth the Report. The Escrow Agent hereby acknowledges that its fees and expenses due the Escrow Agent in its capacity as Paying Agent for the Defeased Obligations to and through their redemption and final payment have been provided for.

Section 7.06. Notice of Redemption. The Escrow Agent is hereby authorized and directed to cause notice of defeasance and redemption of the Defeased Obligations to be given at the time and in the form and manner prescribed in the proceedings that authorized the issuance of the Defeased Obligations.

Section 7.07. Acknowledgment of Notice of Redemption. The Escrow Agent, by its execution hereof, as Paying Agent for the Defeased Obligations, acknowledges receipt of written notice of the redemption of the Defeased Obligations, as required by the proceedings that authorized the issuance of the Defeased Obligations, and agrees to provide or cause to be provided notice of defeasance and redemption of such Defeased Obligations as required by the proceedings that authorized the issuance of such Defeased Obligations.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Notice. Any notice, authorization, request, or demand required or permitted to be given hereunder shall be in writing and shall be deemed to have been duly given when mailed by registered or certified mail, postage prepaid addressed to the Issuer or the Escrow Agent at the address shown on Exhibit "A" attached hereto. The United States Post Office registered or certified mail receipt showing delivery of the aforesaid shall be conclusive evidence of the date and fact of delivery. Any party hereto may change the address to which notices are to be delivered by giving to the other parties not less than ten (10) days prior notice thereof. Prior written notice of any amendment to this Agreement contemplated pursuant to Section 8.08 and immediate written notice of any incidence of a severance pursuant to Section 8.04 shall be sent to Moody's Investors Service, Attn: Public Finance Rating Desk/Refunded Bonds, 99 Church Street, New York, New York 10007, Standard & Poor's Corporation, Attn:

Municipal Bond Department, 25 Broadway, New York, New York 10004 and Fitch, Inc., One State Street Plaza, New York, New York 10004.

Section 8.02. Termination of Responsibilities. Upon the taking of all the actions as described herein by the Escrow Agent, the Escrow Agent shall have no further obligations or responsibilities hereunder to the Issuer, the owners of the Defeased Obligations or to any other person or persons in connection with this Agreement.

Section 8.03. Binding Agreement. This Agreement shall be binding upon the Issuer and the Escrow Agent and their respective successors and legal representatives, and shall inure solely to the benefit of the owners of the Defeased Obligations, the Issuer, the Escrow Agent and their respective successors and legal representatives.

Section 8.04. Severability. In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provisions of this Agreement, but this Agreement shall be construed as if such invalid or illegal or unenforceable provision had never been contained herein.

Section 8.05. Texas Law Governs. This Agreement shall be governed exclusively by the provisions hereof and by the applicable laws of the State of Texas.

Section 8.06. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Escrow Agent by this Agreement.

Section 8.07. Effective date of Agreement. This Agreement shall be effective upon receipt by the Escrow Agent of the funds described in the Report and the Escrowed Securities, together with the specific sums stated in subsections (a) and (b) of Section 7.03 for Escrow Agent and paying agency fees, expenses, and services.

Section 8.08. Amendments. This Agreement shall not be amended except to cure any ambiguity or formal defect or omission in this Agreement. No amendment shall be effective unless the same shall be in writing and signed by the parties thereto. No such amendment shall adversely affect the rights of the holders of the Defeased Obligations.

Section 8.09. Counterparts. This Agreement may be executed in one or more counterparts, each and all of which shall constitute one and the same instrument.

Section 8.10. Prohibited Contracts. (a) This Agreement has a value of less than $100,000 for purposes of Sections 2271.002 and 2274.002, Texas Government Code.

(b) The Escrow Agent represents that, neither the Escrow Agent, nor any parent company, wholly- or majority-owned subsidiaries or affiliates of the same, if any, are companies identified on a list prepared and maintained by the Texas Comptroller of Public Accounts under Section 2252.153 or Section 2270.0201, Texas Government Code, and posted on the following page of such officer's internet website:

https://comptroller.texas.gov/purchasing/publications/divestment.php

The foregoing representation is made solely to comply with Section 2252.152, Texas Government Code, and to the extent such Section does not contravene applicable Federal law and excludes the Escrow Agent and each parent company, wholly- or majority-owned subsidiaries, and other affiliates of the same, if any, that the United States government has affirmatively declared to be excluded from its federal sanctions regime relating to Sudan or Iran or any federal sanctions regime relating to a foreign terrorist organization. The Escrow Agent understands "affiliate" to mean any entity that controls, is controlled by, or is under common control with the Escrow Agent and exists to make a profit.

Section 8.11. Electronic Means. The Escrow Agent shall have the right to accept and act upon instructions, including funds transfer instructions ("Instructions") given pursuant to this Agreement and delivered using Electronic Means ("Electronic Means" shall mean the following communications methods: e-mail, facsimile transmission, secure electronic transmission containing applicable authorization codes, passwords and/or authentication keys issued by the Escrow Agent, or another method or system specified by the Escrow Agent as available for use in connection with its services hereunder.); provided, however, that the Issuer shall provide to the Escrow Agent an incumbency certificate listing officers with the authority to provide such Instructions ("Authorized Officers") and containing specimen signatures of such Authorized Officers, which incumbency certificate shall be amended by the Issuer whenever a person is to be added or deleted from the listing. If the Issuer, elects to give the Escrow Agent Instructions using Electronic Means and the Escrow Agent in its discretion elects to act upon such Instructions, the Escrow Agent's understanding of such Instructions shall be deemed controlling. The Issuer understands and agrees that the Escrow Agent cannot determine the identity of the actual sender of such Instructions and that the Escrow Agent shall conclusively presume that directions that purport to have been sent by an Authorized Officer listed on the incumbency certificate provided to the Escrow Agent have been sent by such Authorized Officer. The Issuer shall be responsible for ensuring that only Authorized Officers transmit such Instructions to the Escrow Agent and that the Issuer and all Authorized Officers are solely responsible to safeguard the use and confidentiality of applicable user and authorization codes, passwords and/or authentication keys upon receipt by the Issuer. The Escrow Agent shall not be liable for any losses, costs or expenses arising directly or indirectly from the Escrow Agent's reliance upon and compliance with such Instructions notwithstanding such directions conflict or are inconsistent with a subsequent written instruction. The Issuer agrees: (i) to assume all risks arising out of the use of Electronic Means to submit Instructions to the Escrow Agent, including without limitation the risk of the Escrow Agent acting on unauthorized Instructions, and the risk of interception and misuse by third parties; (ii) that it is fully informed of the protections and risks associated with the various methods of transmitting Instructions to the Escrow Agent and that there may be more secure methods of transmitting Instructions than the method(s) selected by the Issuer: (iii) that the security procedures (if any) to be followed in connection with its transmission of Instructions provide to it a commercially reasonable degree of protection in light of its particular needs and circumstances; and (iv) to notify the Escrow Agent immediately upon learning of any compromise or unauthorized use of the security procedures.

EXECUTED as of the date first written above.

ECTOR COUNTY INDEPENDENT
SCHOOL DISTRICT

By: _____
Superintendent

THE BANK OF NEW YORK MELLON TRUST COMPANY, N.A., as Escrow Agent

By: _____

Name: _____

Title: _____

INDEX TO EXHIBITS

EXHIBIT “A” ADDRESSES OF THE ISSUER AND THE ESCROW AGENT

EXHIBIT “B” VERIFICATION REPORT OF PUBLIC FINANCE PARTNERS LLP

EXHIBIT “C” ESCROW AGENT FEES

EXHIBIT “A”

ADDRESSES OF THE ISSUER AND THE ESCROW AGENT

ISSUER

Ector County Independent School District
802 N. Sam Houston
Odessa, Texas 79761

Attention: Superintendent

ESCROW AGENT

The Bank of New York Mellon Trust Company, National Association
2001 Bryan Street, 10th Floor
Dallas, Texas 75201

Attention: Corporate Trust Department

EXHIBIT “B”

VERIFICATION REPORT OF PUBLIC FINANCE PARTNERS LLP

EXHIBIT “C”

ESCROW AGENT FEES

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF ORDINANCE TO SET 2022 TAX RATE FOR 2022-2023**

DATE: September 20, 2022

Tax rate is as follows:

Maintenance & Operations	(M&O)	.98100
Debt Service	(I&S)	.19692
Total		1.17792

****

Administrative Recommendation:

Approval of Ordinance to set the 2022 Tax Rate for 2022-2023 at $ 1.17792

STATE OF TEXAS §

COUNTY OF ECTOR §

ORDINANCE TO SET TAX RATE

September 20, 2022

On this date, we, the Board of Trustees of the Ector County Independent School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2022 at a total tax rate of $1.17792, to be assessed and collected by the duly specified assessor and collector as follows:

$ .98100 for the purpose of maintenance and operation, and

$ .19692 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

This property tax rate in total is the same as the prior year, however it is effectively a 7.10% increase in the tax rate because it exceeds the no-new-revenue tax rate..

The maintenance and operations tax rate is below the no-new-revenue rate.

The debt service tax rate exceeds the no-new-revenue tax rate to pay the bonds.

IN CERTIFICATION THEREOF:

Signed: _____
Steve Brown, President, Board of Trustees

Attest: _____
Chris Stanley, Secretary, Board of Trustees

NOTICE OF PUBLIC MEETING TO DISCUSS PROPOSED TAX RATE

The Ector County Independent School District will hold a public meeting at 6:00 p.m. Tuesday, September 20, 2022 in the ECISD Central Administration Office first floor Board Room at 802 N. Sam Houston, Odessa TX. **The purpose of this meeting is to discuss the school district's tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$ .98100	/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$ .19692	/$100 (Proposed rate to pay bonded indebtedness)

Total Appraised Value and Total Taxable Value
(as calculated under Tax Code Section 26.04)

	Preceding Tax Year	Current Tax Year****
Total appraised value* of all property	$ 18,641,884,578	$ 20,975,132,440
Total appraised value* of new property**	$ 248,208,775	$ 292,693,252
Total taxable value*** of all property	$ 14,448,009,937	$ 16,070,401,685
Total taxable value*** of new property**	$ 215,914,153	$ 247,536,605

* "Appraised value" is the amount shown on the appraisal roll and defined by Tax Code Section 1.04 (8)
** "New property" is defined by Tax Code Section 26.012 (17)
*** "Taxable value" is defined by Tax Code Section 1.04 (10)
**** All values identified are based on estimate(s) of taxable value received pursuant to Tax Code Section 26.01(e).

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness principal* $ 155,000,000

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations*	Interest & Sinking Fund**	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 1.05170	$ .12622	$ 1.17792	$ 5,698	$ 4,319
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	**$** 1.01020	$ .20713	$ 1.21733	$ 5,835	$ 4,429
Proposed Rate	$ .98100	$ .19692	$ 1.17792	$ 5,748	$ 4,449

* A school district may not levy the district's maintenance taxes described by Section 45.002 at a rate intended to create a surplus in maintenance tax revenue for the purpose of paying the district's debt service.
** The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 218,400	$ 229,619
Average Taxable Value of Residences	$ 148,452	$ 144,329
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.17792	$ 1.17792
Taxes Due on Average Residence	$ 1,749	$ 1,700
Increase (Decrease) in Taxes		$ (49)

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approved Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.17792. This election will be automatically held if the district adopts a rate in excess of the voter-approved rate of $1.17792.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	$ 54,722,333
Interest & Sinking Fund Balance(s)	$ 14,314,999

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER $50,000**

DATE: September 20, 2022

As Required by Board Policy CH (Local), following is a list to consider and take possible action to authorize, negotiate, and enter into term agreements with recommended vendors to be awarded by purchase orders once approved.

****

Administrative Recommendation:
Approval of Purchases over $50,000

ECISD
Request for purchases over $50,000
September 2022

Item	Vendor(s)	Estimated Contract Price	Funding	Requestor/ Department	Reference	Service/ Product	Service/Product Information	Contract Term
1	FEV Tutors, Air Tutors, Amplify	$ 4,680,000	TCLAS&ESSER III Fund 279& 282	Lilia Nanez, Curriculum & Instruction	TEA vetted and approved	Virtual Tutoring	Virtual Tutoring - increase from original 21-22 estimated costs	FY 22-23 FY 23-24
2	Acceleration Academies	$ 3,000,000	Federal Funds ESSER III Fund 282	Alicia Syverson, Student & Support Services	RFP 21-31	Teaching	$1.2 million a year for two years to serve drop out recovery	FY 22-23 FY 23-24
3	Pool of Vendors: eLuma, LLC ; Presence Learning; Jayne B Company	$ 1,200,000	Federal Funds IDEA B 224	Leslie Wilson, Special Services	RFP 22-31	Speech Therapy	Virtual Speech Therapy, Counseling, Testing - increase from original $750k for these Special Services for 22/23	FY 21-22 FY 22-23 FY 23-24 FY 24-25
4	Sysco West Texas	$ 288,050	Federal Funds SN 240	Jieun Pando, School Nutrition	IFB 22-40 SN	Misc. Food Items	Food Items for breakfast and lunch	FY 22-23
5	ECHO Learning/Elliott Whitney	$ 150,000	General Fund 199	Chad Crowson, Choice Programs	RFP 22-04	Consulting Services	School Choice school offerings analysis consulting service	FY 22-23 FY 23-24
6	Palomar Modular Buildings, LLC	$ 75,000	General Fund 199	Cortney Smith, Operations	TASB BuyBoard Co-op	Portable Building	One classroom portable building for Buice Elementary	FY 22-23
7	Davis Demographics	$ 47,000	General Fund 199	Cortney Smith, Operations	Purchasing Cooperative of America OD-323-20	Demographers	Demographic Services to determine student resident areas	FY 22-23

Dr. Lilia Nanez
Associate Superintendent of Curriculum and Instruction
(432) 456-8909
lilia.nanez@ectorcountyisd.org

Curriculum & Instruction

Outcome-based, High Impact Tutoring

- **Purpose:** The purpose of High Impact Tutoring is to provide students the opportunity to close the COVID-19 learning gap through individual or small group tutoring. This accelerated learning initiative supports districts with the House Bill 4545 requirement which states all students who were not successful on STAAR be provided accelerated learning as required by the law.
- **Background Info:** The Texas Education Agency announced the launch of the Vetted Texas Tutor Corps, an initiative aimed at accelerating student learning through high impact tutoring, with the goal of reaching over one million students. ECISD will continue to partner with three tutoring providers, vetted by the State, and used by ECISD in 2021-2022. We are engaged in outcomes-based contracting with each company to compensate for each successful student, or penalize for students who regress during the tutoring sessions.
- **Project Cost:**

Company Name	Maximum Pay Out (15% bones for students who meet the 20-hour minimum)
Focus Care, Inc. (FEV Tutor) and Air Tutors	$4,500,000 (ESSER III)
Amplify	$180,000 (TCLAS)
Total	**$4,680,000**

- **Funding Source:** ESSER III and TCLAS
- **Recommended Supplier/Service Provider:** Focus Care, Inc. dba FEV Tutor, Inc., AirTutors, Amplify
- **Authority Reference:** TEA vetted and approved **https://tea.texas.gov/texas-schools/health-safety-discipline/covid/vetted-texas-tutor-corps**

Board Approval **Date**

Alicia Syverson
Assistant Superintendent, Student and School Support
(432) 456.0008
alicia.syverson@ectorcountyisd.org

Student and School Support

ALTERNATIVE DROPOUT PREVENTION/RECOVERY PROGRAM

Purpose: Partnership with an organization or agency that will provide a high quality and high impact community-based education program that targets dropout prevention and dropout recovery of students who are under 21 years of age and have not graduated from High School. It is the District expectation that eligible students receive academic services sufficient to re-engage them in regular learning which will support students to meet District graduation requirements.

Background Info: ECISD will partner with Acceleration Academies to recover students who have dropped out of school and provide an alternative for students who need credit recovery and are at risk of dropping out of school.

Cost:
2022-2023: $1,500,000
2023-2024: $1,500,000

Funding Source: Federal Funds - ESSER III 282

Recommended Service Provider: Acceleration Academies
Single Bidder

Authority Reference: RFP 21-31

Board Approval **Date**

Leslie Wilson
Executive Director of Special Services
Ector County ISD
Phone: 432-456-8719
Fax: 432-456-8718

Purchase: Virtual Speech Therapy

Purpose:

The selected company will be responsible for providing speech therapy to students who have qualified to receive speech therapy as designated by the students IEP. The estimated number of students who are currently in need of service are approximately 400 district-wide. The selected company will be responsible for assessing students, monitoring student progress, conducting ARD meetings, providing speech therapy virtually, maintaining student confidentiality, writing goals for speech, provide ongoing communication to Executive Director of Special Services and/or her designee and progress reporting. This may also include communicating with parents, families/guardians of student if deemed necessary by the Special Services Department.

Background information:

ECISD will partner with eLuma LLC. to continue to allow students to receive their speech services. eLuma has the experience in working with our district, principals, students and families. They are a stable and reliable company going into year three (3) of a partnership.

Premium Renewal Cost: $1,200,000

Funding Source: Federal Funds 224

Recommended Supplier/Service Provider: eLuma, LLC

Authority Reference: RFP 22-31

Board Approval **Date**

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

ODESSA, TEXAS

RFQ #22-31 for Virtual Speech Therapy

Closed: May 17, 2022 at 2:00 p.m.

TALLIED EVALUATIONS

	SUPPLIERS										
EVALUATORS	**Autism Behavior Education Consultants of the West LLC**	**Dotcom Therapy Inc**	**eLuma LLC**	**Enable My Child Ltd dba HelloHero**	**E-Therapy LLC**	**PresenceLearning Inc**	**RCM Health Care Services**	**Remote Speech LLC**	**Seagull Speech & Language Services LLC**	**Spoken For Speech and Language Therapy PLLC**	**Verboso LLC**
#1	2	63	**81**	22	35	16	19	20	7	0	11
#2	0	67	**77**	10	40	0	19	17	6	0	9
#3	1	34	**67**	31	45	27	21	7	8	0	10
#4	0	67	**85**	19	45	21	14	45	7	0	19
#5	0	74	**74**	8	40	21	15	26	4	1	10
TOTAL	3	305	**384**	90	205	85	88	115	32	1	59
AVERAGE SCORE	1	61	**77**	18	41	17	18	23	6	0	12

Jieun Pando
Ector County ISD Director of School Nutrition
(432) 456-9741
1120 W 10th St Odessa, TX
Odessa, TX 79763
Jieun.Pando@ectorcountyisd.org

Miscellaneous Food Items

Purpose: The School Nutrition Department is seeking to receive food items based on the planned menus for SY22-23.

Background Info: The School Nutrition Department continues to seek and obtain the best food price while maintaining high food quality.

Cost: $288,050.00

Funding Source: Federal Funds

Recommended Supplier/Service Provider: Sysco West Texas

Authority Reference: IFB 22-40SN

Board Approval **Date**

Chad Crowson
Executive Director of Choice Programs, Access, and Support
802 N. Sam Houston, Odessa, TX 79761
(432) 456-8849
chad.crowson@ectorcountyisd.org

Student and School Support

CONSULTING SERVICES FOR CHOICE SCHOOLS STRATEGIC SUPPORT

Purpose: Collaboration with an industry leader which will assist in implementing a series of action steps to improve/expand choice school offerings. Following a series of site visits to assess the current state of choice programming, along with a review of recently conducted stakeholder surveys, focus group work, and a thorough analysis of all available student/campus data for each choice school program, the selected applicant shall assist ECISD staff to implement a series of action steps in school years 2022-23 and 2023-24 in order to improve/expand choice school offerings in alignment with community demand.

Background Info: ECISD's "The Future is Now" strategic plan calls upon ECISD leadership to "create a comprehensive choice school program designed to meet the needs of student interests, campus innovation/transformation, enrollment growth and campus capacity, and aligned to workforce demands." ECISD can ensure that our choice program analysis and multi-year action plan is effective by partnering with a consulting firm which fully understands and has vast experience with the System of Great Schools, Senate Bill 1882 partnerships, School Action Fund grant projects, International Baccalaureate (IB) campus implementation, the "school within a school" model, and various programs/themes that other Texas school districts have implemented at their choice/magnet campuses which have led to improved student achievement.

Cost: The total cost of this project will not exceed $150,000.

Recommended Service Provider: ECHO Learning, LLC

Authority Reference: RFP 22-04
Single Bidder

Board Approval **Date**

Cortney Smith
Executive Director of District Operations
(432) 456.9659
802 N. Sam Houston
Cortney.smith@ectorcountyisd.org

District Operations

Purchase: Portable Building

Purpose: Purchase of a new single classroom portable for Buice Elementary School.

Background Info: Due to an increase in the student population in the northeast part of the county, more classroom space is required to accommodate growth at Buice. The new portable is a 24' x 32' single classroom.

Cost: $75,000 building cost; other work will be done by ECISD operations staff

Funding Source: General Fund

Recommended Supplier/Service Provider: Palomar Modular Buildings, LLC

Authority Reference: BuyBoard Co-op

Board Approval **Date**

PALOMAR
MODULAR BUILDINGS

505 North I-35 East, DeSoto, Texas 75115 P 469.727.0727 F 469.727.0728 866.912.4587
www.palomarmodularbuildings.com

August 22, 2022

Cortney Smith
Ector County CISD
Odessa, TX

Thank you for your interest in Palomar Modular Buildings LLC. The price reflected below for new 24'x32' (nominal dimensions) Dry Classroom Buildings, manufactured, delivered, and set in Odessa, TX is based on the attached specifications and floor plan.

1. The purchase price as specified for the dry is **$74,793.** The purchase price does not include poured concrete footers, canopies, handicap ramps, steps, gutters, self-contained fire alarm, low voltage equipment, utility hookups, site work, taxes or permits. It is assumed that the site can support the building, is relatively level and easily accessible.

2. The building will be built in compliance with the International Building, Plumbing and mechanical codes, Americans with Disabilities Act, and the National Electric Code. The building will be engineered to meet local floor and roof load requirements and will have electrical, heating and cooling loads sized in accordance with code. Cost to comply with local codes beyond the attached floor plan and specifications is the responsibility of the owner.

3. ***Due to the volatility in lumber and other commodity markets we can only honor prices for 30 days.***

4. Prices are valid for 30 days. Our payment terms are 50% due upon execution on PO or Contract, 40% due upon completion of manufacturing at PMB and 10% when the building is accepted or occupied, whichever comes first.

Sincerely,

Jane Tavern
Business Development
Palomar Modular Buildings LLC
O-469-727-0727
C-214-546-2843

Cortney Smith
Executive Director of District Operations
(432) 456.9659
802 N. Sam Houston
Cortney.smith@ectorcountyisd.org

ECISD District Operations

Demographic Study

- **Purpose:** Develop and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work would include: creating district mapping files, analyzing the district's past years of geocoded student data files, developing and researching pertinent demographic data in and around the district, identifying current and future residential development plans, and preparing a ten-year student population projection.

- **Background Info:** Our previous demographic study was conducted in 2019 and needs to be updated due to various factors in and around our community.

- **Cost:** $42,000 plus potential of $5,000 software

- **Funding Source:** General Fund

- **Recommended Supplier/Service Provider:** Davis Demographics

Board Approval **Date**

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Keeley Boyer, Chief of Schools

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2022-2023 ECISD CAMPUS IMPROVEMENT PLANS**

DATE: September 20, 2022

Each campus, regardless of rating, is required to build a Campus Improvement Plan annually. This plan serves as the blueprint for how each school will uniquely address the campus-specific needs identified in their Comprehensive Needs Assessment (CNA). The Board is required to approve both District and Campus Improvement Plans every year. The Board approved the District Improvement Plan (DIP) in June 2022, and the Executive Directors of Leadership used that plan to help principals and their site-based decision-making team build campus plans that are aligned to the DIP and the Strategic Plan.

****

Administrative Recommendation:

Approval of the 2022-2023 ECISD Campus Improvement Plans

Ector County Independent School District

DAEP

2022-2023 Campus Improvement Plan

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: AEC student attendance will increase from 82% in 2021-22 to 87% in 2022-23.

High Priority

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

Evaluation Data Sources: Attendance final year report for 2022-2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The attendance clerk will contact parents through School Status on 2nd absence. Communities in School representatives will contact parents on the 3rd day to follow up on the student and provide necessary resources. **Strategy's Expected Result/Impact:** Improved attendance rate and Positive Family Rapport **Staff Responsible for Monitoring:** Attendance Clerk, Communities in School Representative, and Principal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will monitor the weekly attendance percentage. Communication will be sent through School Status to inform parents of their student attendance rate and District Policy 90% Attendance requirements. **Strategy's Expected Result/Impact:** Improved attendance rate **Staff Responsible for Monitoring:** Campus administrators **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide students attendance awards according to placement days. **Strategy's Expected Result/Impact:** Increased Attendance Rate **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, Attendance Clerks, and Parents **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- 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: AEC's percentage of students who will meet or exceed the STAAR progress measure will go from 32% to 40% by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: Pre and Post Assessments, MAP Growth Assessments, Short Cycle Unit Assessments, Monthly Istation ROI, STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Tightly implement K-12 instructional frameworks and use district-approved resources for ELAR, Math, Science, and Social Studies. **Strategy's Expected Result/Impact:** Improvement in Tier I instruction **Staff Responsible for Monitoring:** Campus Administrators and District Curriculum Coordinators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement weekly schedules to facilitate data disaggregation and lesson planning to monitor student progress. **Strategy's Expected Result/Impact:** Develop teachers' content knowledge and DDI process **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan. **Strategy's Expected Result/Impact:** Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

 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 3: The percentage of 6th-grade testers achieving the meets on May STAAR will go from 30% to 35% in reading and 23% to 28% in math.

High Priority

HB3 Board Goal

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: May Reading and Math STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process to identify students who have significant learning gaps and develop student intervention plans. **Strategy's Expected Result/Impact:** Close academic gaps and increase the passing rate of student assessments **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan. **Strategy's Expected Result/Impact:** Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level. **Strategy's Expected Result/Impact:** Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 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 4: The percentage of 8th-grade testers achieving the meets on May STAAR will go from 36% to 41% in reading and 31% to 36% in math.

High Priority

HB3 Board Goal

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: May Reading and Math STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process to identify students who have significant learning gaps and develop student intervention plans. **Strategy's Expected Result/Impact:** Close academic gaps and increase the passing rate of student assessments **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan. **Strategy's Expected Result/Impact:** Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level. **Strategy's Expected Result/Impact:** Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 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 5: The percentage of English 1 and Algebra 1 testers achieving meets on STAAR EOC will go from 31% to 36% in English 1 and 27% to 32% in Algebra 1.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: EOC STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Tightly implement K-12 instructional frameworks and use district-approved resources for ELAR, Math, Science, and Social Studies. **Strategy's Expected Result/Impact:** Improvement in Tier I instruction **Staff Responsible for Monitoring:** Campus Administrators and District Curriculum Coordinators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement weekly schedules to facilitate data disaggregation and lesson planning to monitor student progress. **Strategy's Expected Result/Impact:** Develop teachers' content knowledge and DDI process **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				90

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. **Strategy's Expected Result/Impact:** Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 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 6: Performance of the AEC economically disadvantaged student subgroup compared to their peers across the state of Texas will increase from 30% to 35% in math and reading growth.

High Priority

Indicators of Success:
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: Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process to identify students who have significant learning gaps and develop student intervention plans. **Strategy's Expected Result/Impact:** Close academic gaps and increase the passing rate of student assessments **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement a master schedule designed to coordinate virtual tutoring, LLI reading groups, Istation, Imagine Math, and Edgenuity for a student-centered intervention plan. **Strategy's Expected Result/Impact:** Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level. **Strategy's Expected Result/Impact:** Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 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 7: 60% of AEC students end of year RIT scores will meet or exceed individual growth projections based on MAP.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA MAP Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process to disaggregate MAP data. Monitor Imagine Math and Istation student sessions to ensure students are mastering the specialized learning paths. **Strategy's Expected Result/Impact:** Increase in reading and math MAP **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Three hours a week of reading and math FEV Tutoring for 3rd - 12th-grade students performing below grade level. LLI small reading groups 4 times a week for K-8th grade students performing below grade level. **Strategy's Expected Result/Impact:** Increase MAP and STAAR growth **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Conduct 4 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home. **Strategy's Expected Result/Impact:** Parent Awareness of Student's Progress Increase Positive Parent Rapport **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Communities in School Representative **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 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 8: AEC out-of-school removals under action code 21 will decrease from 115 students to 90 in 2022-23.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: District Discipline Reports and Campus Referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize campus back to school and early release days to provide professional development to all staff members to identify child abuse, awareness of trauma, the effects of adverse childhood experiences, and strategies to support students and families to address the negative behavior. **Strategy's Expected Result/Impact:** Increased ability for staff members to recognize and report abuse Unite staff to develop and implement campus processes that address adverse childhood experiences **Staff Responsible for Monitoring:** Campus-wide monitoring **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student Assistance Services Counselor and Guidance Counselor will conduct individual and group counseling sessions to address negative behaviors, suicidal thoughts, and/or the social-emotional needs of students. **Strategy's Expected Result/Impact:** Reduced discipline referrals, refer students for additional medical support, and increased attendance. **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Communities in School Representatives **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Collaborate with Ector County Youth Center to create a transition process where probation officers engage in monthly meetings with AEC instructional staff to monitor and review student academic levels and classroom behaviors. **Strategy's Expected Result/Impact:** Successful transition process that increases academic levels and promotes positive student behavior. **Staff Responsible for Monitoring:** Campus Administrators, Counselors, and ECYC Leadership Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

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: 50% or more of AEC Kindergarten- 2nd-grade students will read at or above grade level by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and LLI journal, Walk Throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the Science of Teaching Reading Academy framework and research-based strategies to develop literacy communities that enhance learning in all content areas. **Strategy's Expected Result/Impact:** Improvement in Tier I instruction **Staff Responsible for Monitoring:** Campus Administrators, District Reading Coordinators, and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the DDI process to identify students' academic needs to develop intervention plans. **Strategy's Expected Result/Impact:** Close academic gaps and increase the passing rate of student assessments **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for the intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and LLI journal writing **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and LLI Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Conduct 4 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home. **Strategy's Expected Result/Impact:** Parent Awareness of Student's Progress Increase Positive Parent Rapport **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Communities in School Representative **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: 50% or more of AEC 3rd-grade students will perform at the Meets level on STAAR 2023.

High Priority

Evaluation Data Sources: Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, and LLI journal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement the Science of Teaching Reading Academy framework and research-based strategies to develop literacy communities that enhance learning in all content areas. **Strategy's Expected Result/Impact:** Improvement in Tier I instruction **Staff Responsible for Monitoring:** Campus Administrators, District Reading Coordinators, and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the DDI process to identify students' academic needs to develop intervention plans. **Strategy's Expected Result/Impact:** Close academic gaps and increase the passing rate of student assessments **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and District Curriculum Coordinators, **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for the intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student Progress is evident in the monthly Istation test and three times a year MAP assessments. **Staff Responsible for Monitoring:** Campus Administrator, Teachers, and LLI Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Three hours a week of reading and math FEV Tutoring for 3rd-grade students performing below grade level. **Strategy's Expected Result/Impact:** Increase in Pre and Post Assessments, MAP Growth Assessments, Monthly Istation ROI, Imagine Math Session Mastery, and EOY STAAR **Staff Responsible for Monitoring:** Campus Administrators and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Conduct 4 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home. **Strategy's Expected Result/Impact:** Parent Awareness of Student's Progress Increase Positive Parent Rapport **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Communities in School Representative **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The number of AEC students that will meet at least one CCMR accountability indicator by May 2023 will increase by 5 students.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Tracking Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Administrators and Counselors will pull and disaggregate data to identify students who have not met CCMR accountability. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability. Students will be prepared for post-secondary education. **Staff Responsible for Monitoring:** Campus Administrators and Counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Guidance Counselors will look at transcripts and courses to ensure students will meet CCMR Accountability. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability. Students will be prepared for post-secondary education. **Staff Responsible for Monitoring:** Campus Administrators and Counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
Strategy 3: Counselors will meet with students and create a plan to enroll in classes.	Formative			Summative
Strategy's Expected Result/Impact: Increase campus CCMR accountability. Students will be prepared for post-secondary education. **Staff Responsible for Monitoring:** Campus Administrators and Counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for Edgenuity credit recovery sessions during Saturday and after school hours.	Formative			Summative
Strategy's Expected Result/Impact: Increase in student credits necessary for advancement. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Parents **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** DAEP Counselor, Personalized learning materials, technology - Title One Homeless - $35,000, DAEP Counselor, Personalized learning materials, technology - Title One School- Improvement - $50,000, CIS, Supplemental learning materials and technology - State Comp Ed - $200,000	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Conduct 4 parent data meetings to discuss students' academic levels and share intervention plans. Title 1 resources will be used to provide families with items needed to help their students at home.	Formative			Summative
Strategy's Expected Result/Impact: Parent Awareness of Student's Progress	Oct	Jan	Mar	May

Increase Positive Parent Rapport **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Communities in School Representative **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: The number of AEC students that will graduate by Summer 2023 will increase by 5 students.

High Priority

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Tracking Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide opportunities for Edgenuity credit recovery sessions during Saturday and after school hours. **Strategy's Expected Result/Impact:** Increase in student credits necessary for graduation **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors, and Parents **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** DAEP Counselor, Personalized learning materials, technology - Title One Homeless - $35,000, DAEP Counselor, Personalized learning materials, technology - Title One School- Improvement - $50,000, CIS, Supplemental learning materials and technology - State Comp Ed - $200,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus administrators will conduct biweekly meetings with counselors, attendance clerks, and Communities in School representatives to track and address students' attendance, behavior, and academic concerns. **Strategy's Expected Result/Impact:** Increase attendance, graduation, and academic levels **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Communities in School Representatives, and Attendance Clerks **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Intensive family support for students who transition from Ector County Youth Center and/or Texas Youth Commission. **Strategy's Expected Result/Impact:** Increase in the student graduation rate. **Staff Responsible for Monitoring:** Campus-wide monitoring **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: AEC will increase school connectedness from 43% to 48%.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of SEL curriculum using the 7 Mindsets school-wide. **Strategy's Expected Result/Impact:** Improved student emotional and academic education. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, and Counselors **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize campus back to school and early release days to provide professional development to all staff members to identify child abuse, awareness of trauma, the effects of adverse childhood experiences, and strategies to support students and families to address the negative behavior. **Strategy's Expected Result/Impact:** Increased ability for staff members to recognize and report abuse Unite staff to develop and implement campus processes that address adverse childhood experiences **Staff Responsible for Monitoring:** Campus-wide monitoring **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Collaborate with Ector County Youth Center to create a transition process where probation officers engage in monthly meetings with AEC instructional staff to monitor and review student academic levels and classroom behaviors. **Strategy's Expected Result/Impact:** Successful transition process that increases academic levels and promotes positive student behavior. **Staff Responsible for Monitoring:** Campus Administrators, Counselors, and ECYC Leadership Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Gale Pond Alamo Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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: In math, the percentage of 4th grade students who meet or exceed their MAP growth projection will be 80%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA MAP (BOY, MOY, EOY) District Benchmarks, State Assessments, Circle Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, 4th grade team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $80,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Using beginning of the year MAP data and 2021 STAAR data students who would likely benefit from High Impact tutoring will be identified and participate weekly in virtual tutoring. **Strategy's Expected Result/Impact:** Tutoring will help fill learning gaps and support Tier 1 Instruction in the classroom. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers, Tutoring Vendor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers in grades K-5th will routinely and effectively use Lonestar Math as a introduction and spiral review for all students. **Strategy's Expected Result/Impact:** With consistent exposure to readiness TEKS, students will exhibit higher levels of success on all assessments. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 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: In reading, the percentage of 3rd grade students who meet or exceed their MAP growth projection will be 75%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: MAP, District Benchmarks, SCAs, Istation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will Istation test at the beginning of each month with an on grade level goal of 80% each month. **Strategy's Expected Result/Impact:** Through effective and consistent use of Istation, foundational reading skills will improve. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, 4th grade team **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Using beginning of the year MAP data and 2021 STAAR data students who would likely benefit from High Impact tutoring will be identified and participate weekly in virtual tutoring. **Strategy's Expected Result/Impact:** Tutoring will help fill learning gaps and support Tier 1 Instruction in the classroom. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers, Tutoring Vendor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 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 3: By the end of the year, 75% of our Economically Disadvantaged students will score meets or higher on the STAAR Reading Test.

High Priority

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: Istation, MAP, District Benchmarks, SCAs, Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, 4th grade team **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Using beginning of the year MAP data and 2021 STAAR data students who would likely benefit from High Impact tutoring will be identified and participate weekly in virtual tutoring. **Strategy's Expected Result/Impact:** Tutoring will help fill learning gaps and support Tier 1 Instruction in the classroom. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers, Tutoring Vendor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Our SAS counselor will work closely with our Economically Disadvantaged students to ensure that their social / emotional needs are being addressed and met. The counselor will provide counseling and support as needed. **Strategy's Expected Result/Impact:** Through coordinate efforts, we will ensure students needs are met in all areas. **Staff Responsible for Monitoring:** Admin, SAS Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** 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 4: By the end of the year, the percentage of our Special Education students who score meets or higher on their STAAR test will be 40%.

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: STAAR, MAP, District Benchmarks, SCAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, 4th grade team **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Using beginning of the year MAP data and 2021 STAAR data students who would likely benefit from High Impact tutoring will be identified and participate weekly in virtual tutoring. **Strategy's Expected Result/Impact:** Tutoring will help fill learning gaps and support Tier 1 Instruction in the classroom. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers, Tutoring Vendor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers in grades K-5th will routinely and effectively use Lonestar Math as a introduction and spiral review for all students. **Strategy's Expected Result/Impact:** With consistent exposure to readiness TEKS, students will exhibit higher levels of success on all assessments. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Our Special Education teacher will work closely with our grade level teachers to plan meaningful resource instruction that aligns with classroom instruction. **Strategy's Expected Result/Impact:** The Special Education teacher will be able to help address academic gaps in our Special Ed population while mirroring the classroom instruction. **Staff Responsible for Monitoring:** Admin, Teachers, Special Education Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By the end of the year, the percentage of students in kinder that meet or exceed their growth will be 80%.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will take the monthly assessment in Istation and meet weekly Istation time requirements based off of this assessment. **Strategy's Expected Result/Impact:** Istation will help students with foundational skills. **Staff Responsible for Monitoring:** Admin, Teachers, Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By the end of the year, the percentage of students in first grade that meet or exceed their growth will be 90%.

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: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will take the monthly assessment in Istation and meet weekly Istation time requirements based off of this assessment. **Strategy's Expected Result/Impact:** Istation will help students with foundational skills. **Staff Responsible for Monitoring:** Admin, Teachers, Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By the end of the year, the percentage of students in second grade that meet or exceed their growth will be 90%.

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: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will take the monthly assessment in Istation and meet weekly Istation time requirements based off of this assessment. **Strategy's Expected Result/Impact:** Istation will help students with foundational skills. **Staff Responsible for Monitoring:** Admin, Teachers, Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: By the end of the year, the percentage of students in third grade that meet or exceed their growth will be 85%.

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: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will take the monthly assessment in Istation and meet weekly Istation time requirements based off of this assessment. **Strategy's Expected Result/Impact:** Istation will help students with foundational skills. **Staff Responsible for Monitoring:** Admin, Teachers, Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 5: By the end of the year, the percentage of third grade students who receive Meets or higher on STAAR will be 75%.

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: STAAR, MAP, District Benchmarks, Interim Assessments, SCAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will monitor and disaggregate data during weekly PLCs. Data to include but not limited to SCAs, District Benchmarks, MAP data. **Strategy's Expected Result/Impact:** Evaluation of data creates a solid model for backwards planning and reteach. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will take the monthly assessment in Istation and meet weekly Istation time requirements based off of this assessment. **Strategy's Expected Result/Impact:** Istation will help students with foundational skills. **Staff Responsible for Monitoring:** Admin, Teachers, Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Using beginning of the year MAP data and 2021 STAAR data students who would likely benefit from High Impact tutoring will be identified and participate weekly in virtual tutoring. **Strategy's Expected Result/Impact:** Tutoring will help fill learning gaps and support Tier 1 Instruction in the classroom. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers, Tutoring Vendor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 the end of the year, our School Connectedness indicator, as assessed by the student survey in Panorama, will be at 85%.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will implement 7 Mindsets SEL curriculum with fidelity. **Strategy's Expected Result/Impact:** Students will have a better understanding of connectedness. **Staff Responsible for Monitoring:** Admin, Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will facilitate connectedness through Magnet groups / clubs and the junior VIP program. **Strategy's Expected Result/Impact:** Students will feel more connected with staff and other students on the campus that share similar interests. **Staff Responsible for Monitoring:** Admin, Teachers, Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The campus will host family engagement events throughout the year, to help build a sense of community that has been lost since COVID. **Strategy's Expected Result/Impact:** Families will feel more connected to the campus and vise versa. Build a team approach for working with students. **Staff Responsible for Monitoring:** Admin **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title One School- Improvement - $987				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: By the end of the year, our campus survey will have a belonging score of 75%.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will work to facilitate more opportunities for teachers to collaborate and team build through 1/2 day PDs. **Strategy's Expected Result/Impact:** Teachers will deepen their sense of community. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will facilitate more staff appreciation events, days and activities with a focus on staff well being and self care. **Strategy's Expected Result/Impact:** Teachers level of feeling appreciated will rise and their stress levels lessened. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 3: By the end of the year our campus will provide two trainings on effective AVID levels of questions to promote higher order thinking.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: PLCS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Our instructional coach will provide training to teachers during PLCs over Depth of Knowledge. **Strategy's Expected Result/Impact:** Teachers, especially new teachers will gain a deeper understanding about the types of questions they ask. **Staff Responsible for Monitoring:** Admin, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Our campus representative will attend monthly AVID coordinator meetings to develop strategies for effective questioning. **Strategy's Expected Result/Impact:** The teacher will be able to share effective questioning strategies with co workers. **Staff Responsible for Monitoring:** Admin, AVID Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Austin Montessori Elementary

2022-2023 Campus Improvement Plan



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: The school-wide percentage of students meeting or exceeding their end of year RIT MAP Reading score will increase from 46%-56%.

High Priority

HB3 Board Goal

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: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will track assessment progress (Istation, MAP, STAAR) and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** 56% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** 56% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The Istation program will be used with fidelity for the required number of minutes weekly as established by the curriculum department. **Strategy's Expected Result/Impact:** 56% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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: The school-wide percentage of students meeting or exceeding their end of year RIT MAP Math score will increase from 54%-60%.

High Priority

HB3 Board Goal

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: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will track assessment progress (Imagine Math, MAP, STAAR) and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** 56% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** 56% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: The Imagine Math program will be used with fidelity for the required number of minutes weekly as established by the curriculum department. **Strategy's Expected Result/Impact:** 56% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 3: The percentage of students achieving the meets standard in grades 3-6 will increase from 44% to 53% as measured by the 2023 STAAR Reading assessment.

High Priority

HB3 Board Goal

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: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will track assessment progress (STAAR, Benchmark, SCA) and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will meet their projected STAAR target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** Students will meet their projected STAAR target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 4: The percentage of students achieving the meets standard in grades 3-6 will increase from 36% to 53% as measured by the 2023 STAAR Math assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will track assessment progress (STAAR, Benchmark, SCA) and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** students will meet their projected STAAR target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** Students will meet their projected STAAR target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 87%-90%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Kindergarten students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by Istation and MAP. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The percentage of first grade students meeting the growth standard on Reading MAP will increase from 13%-56%.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: First grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: First grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by Istation and MAP. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 16%-56%

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Second grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Second grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by Istation and MAP. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 70%-80%.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Third grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by Istation and MAP. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 5: The percentage of third grade students achieving the meets standard on Reading STAAR will increase from 58%-70%.

High Priority

HB3 Board Goal

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: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third grade students will track assessment STAAR benchmark and short cycle assessment progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will meet their expected STAAR target score. **Staff Responsible for Monitoring:** Principal, AP **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Third grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** Students will meet their expected STAAR target score. **Staff Responsible for Monitoring:** Principal, AP **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Panorama data in the area of School Connectedness will increase from 73%-80% in grades 3-5 and 67%-75% in grade 6.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori teachers will deliver weekly 7 mindsets lessons to students. **Strategy's Expected Result/Impact:** Delivery of 7 Mindsets lessons will ensure that students feel heard and understood and promote a sense of belonging at school. **Staff Responsible for Monitoring:** Principal, AP **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori teachers will deliver weekly PEACE lessons to students. **Strategy's Expected Result/Impact:** Promote a peaceful school environment and community. **Staff Responsible for Monitoring:** Principal, AP, Montessori Coach **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Austin Montessori will use GRACE expectations in the classroom and common school areas. **Strategy's Expected Result/Impact:** Students and staff will understand the high level of expectations, promoting our positive and peaceful culture. **Staff Responsible for Monitoring:** Principal, AP, Staff, Teachers **ESF Levers:** Lever 3: Positive School Culture				

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

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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 2: Panorama data in the area of Sense of Belonging will increase from 69%-80% in grades 3-5 and 59%-70% in grade 6.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Austin Montessori teachers will deliver weekly 7 mindsets lessons to students. **Strategy's Expected Result/Impact:** Delivery of 7 Mindsets lessons will ensure that students feel heard and understood and promote a sense of belonging at school. **Staff Responsible for Monitoring:** Principal, AP, Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Austin Montessori teachers will deliver weekly PEACE lessons to students. **Strategy's Expected Result/Impact:** Promote a peaceful school environment and community. **Staff Responsible for Monitoring:** Principal, AP, Montessori Coach **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Austin Montessori will use GRACE expectations in the classroom and common school areas. **Strategy's Expected Result/Impact:** Students and staff will understand the high level of expectations, promoting our positive and peaceful culture. **Staff Responsible for Monitoring:** Principal, AP, Staff, Teachers **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: Panorama data in the area of Feedback and Coaching will increase from 60%-70% for staff and 76%-85% for teachers.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Relay Coaching and Feedback Model will be used to provide feedback to teachers and staff. **Strategy's Expected Result/Impact:** Teachers and principals are the primary influencers of student outcomes. With an increase in teacher capacity, a minimum of 56% of students will meet or exceed their EOY growth projection as measured by NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each Austin Montessori administrator will conduct a minimum of five walkthrough per week. **Strategy's Expected Result/Impact:** Teachers and principals are the primary influencers of student outcomes. With an increase in teacher capacity, a minimum of 56% of students will meet or exceed their EOY growth projection as measured by NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 4: One hundred percent of 4th through 6th grade teachers will implement one AVID strategy each month for students in grades 4-6 for the 2022-23 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in grades 4-6 will attend AVID Basic Training or Advanced Training based on their need. **Strategy's Expected Result/Impact:** Improve AVID knowledge and understanding. Improve AVID implementation. **Staff Responsible for Monitoring:** Assistant Principal Counselor **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Counselor will incorporate AVID strategies during I CAN Lab for 1st-6th grade students. **Strategy's Expected Result/Impact:** Improve student achievement and growth. Improve student organization. Improve student goal setting. **Staff Responsible for Monitoring:** Principal Assistant Principal **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 5: Austin Montessori will increase our attendance rate from 92% to 97% for the 2022-2023 school year.

High Priority

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

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will contact parents at two absences and document in eduphoria. **Strategy's Expected Result/Impact:** Increased parent contact with parents will lead to fewer absences for reasons other than illness. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, AP, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: An administrator will contact the parent or guardian when a student reaches 7 absences. The contact will be documented and growth plan will be established. **Strategy's Expected Result/Impact:** Parents and guardians will be provided support and resources if needed. Attendance will improve. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, AP **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Blackshear Elementary

2022-2023 Campus Improvement Plan



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: By May 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA BOY, MOY, EOY, IXL utilized to grow students in areas indicated by MAP math.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize DDI process to disaggregate MAP data. Utilize Istation Math and Imagine Math to specialize learning path to ensure student's needs are met. **Strategy's Expected Result/Impact:** 55% of our students will meet their growth goal for the year. **Staff Responsible for Monitoring:** Leadership Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** IXL through Title One; Lead 4 ward PD - Title One School-wide - $18,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: FEV Tutoring for 3rd - 5th grade performing below grade level one hour a week in Math. Istation math for 3rd - 5th 3x a week 30 minutes. **Strategy's Expected Result/Impact:** Increase MAP growth Students will meet growth goal. **Staff Responsible for Monitoring:** Leadership MCLs Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 resources will be used to provide Academic Nights (MATH) where teachers train parents in the importance of the Math TEKS and how to help their child at home. Parent Data meetings will also be held twice a year. **Strategy's Expected Result/Impact:** Parent Knowledge in Math Parent Knowledge and Awareness of Student's Progress **Staff Responsible for Monitoring:** Leadership MCLS Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Title One Parent Training - Title One School-wide - $2,400				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: MCLs will ensure teachers are trained and effectively using the ECISD Math framework and best practices. Do the Math intervention for students not performing at grade level. **Strategy's Expected Result/Impact:** All teachers will receive support through coaching and feedback on utilization of best practices and ECISD Math framework. **Staff Responsible for Monitoring:** MCLs Teacher **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Lead 4ward Training, Do the Math Kits - Title One School-wide - $14,300				

 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 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA BOY , MOY, EOY, IXL will be utilized to meet student's needs as indicated by MAP reading.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: LLI intervention 4x a week for students not performing at grade level. Mrs. Carroll, reading coach, will pull 1st and 4th graders for LLI intervention. Mrs. Brooks, day tutor, will pull 3rd graders for LLI intervention. 3rd - 5th graders will receive FEV tutoring for reading 4 hours a month. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score. **Staff Responsible for Monitoring:** Mrs. Carroll Teachers Mrs. Brooks MCLs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** LLI Kits, IXL - Title One School-wide - $25,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Personalized plans to meet student's needs will be utilized through Istation reading programs for K-5th grade students 30 minutes 3x a week. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Leadership, MCLs, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** IXL, LLI kits - Title One School-wide - $25,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Family Reading Nights, as well as two Data conferences, will be held with parents to review ELAR TEKS and STAAR test, as well as student's strengths, needs and progress. **Strategy's Expected Result/Impact:** MAP growth 3-5th STAAR growth **Staff Responsible for Monitoring:** MCLs Leadership Teachers **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 3: By May 2023, 55% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.

High Priority

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%, 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: STAAR DATA at EOY
Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The RELAY DDI model will be followed with fidelity during weekly PLCS. Know Shows and Exemplars will be created, analyzed and revisited to ensure the rigor in questioning and student work is evident in lesson plans. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** MCL Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Look Fors will be communicated: Objective on Board in Student friendly Language, Rigorous Questioning, Adhering to ECISD Framework and Aggressive Monitoring **Strategy's Expected Result/Impact:** Effective Lesson Planning and Instructional Delivery **Staff Responsible for Monitoring:** MCLS Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide intervention for identified students: Do the Math and FEV Tutoring will be provided for students who are not making progress on MAP and Istation Math. **Strategy's Expected Result/Impact:** MAP Growth Istation Math Growth **Staff Responsible for Monitoring:** MCLs Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress 100% 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 4: By May 2023, 55% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

High Priority

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%, 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: STAAR data, SCA, CBA, ISTATION and MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Effective instructional planning and delivery **Staff Responsible for Monitoring:** MCLS Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide intervention for identified students per their monthly Istation: LLI Intervention and FEV Tutoring will be utilized. **Strategy's Expected Result/Impact:** MAP Reading Growth Istation Growth **Staff Responsible for Monitoring:** MCLs Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCLs will ensure teachers are trained and effectively using the ECISD ELAR framework, HMH curriculum and best practices. **Strategy's Expected Result/Impact:** Effective Tier 1 Lessons Growth in MAP Reading and Monthly Istation Reading **Staff Responsible for Monitoring:** MCLs Leaders Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% 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 5: BME's attendance will increase from 91% to 92% in 2023.

High Priority

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

Evaluation Data Sources: Daily Attendance on School Status
EOY ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Principals will utilize School Status weekly to monitor attendance percentage. Communication will be sent through School Status to parents informing them of District Policy 90% Attendance requirement, school attendance goal and weekly attendance rate. **Strategy's Expected Result/Impact:** Improved Attendance Rate **Staff Responsible for Monitoring:** Principals **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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: 50% of Kindergarten students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs 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. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** MCLS Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** MCLS Leadership teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Fifty percent of 1st grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: MAP, Istation, SCA, walk throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs 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. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers Leadership and MCLs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student Progress evident in monthly Istation test and MAP assessment three times a year. **Staff Responsible for Monitoring:** MCLs, Teachers and Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Fifty percent of 2nd grade students reading at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP, Istation, SCA, walk throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers, MCLs and Leaderships **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers in K-3rd will complete HB4545 Reading Academy. **Strategy's Expected Result/Impact:** Teachers will learn about the Science of Reading and which best practices to utilize for reading instruction. Academic gaps and student needs will be addressed. **Staff Responsible for Monitoring:** MCLS Teachers Leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: 50% of 3rd grade students reading at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP, Istation, SCA, CBA, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student academic growth as evidenced in Istation monthly tests and MAP assessments 3 times a year. **Staff Responsible for Monitoring:** MCLs, Teachers and Leadership **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student Progress evident in monthly Istation test and MAP assessment				

three times a year.
Staff Responsible for Monitoring: MCLs, Teachers and Leadership

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

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 5: 50% or more of our 3rd graders will perform at the Meets level on STAAR 2023.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR
SCA
MAP
Monthly Istation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** STAAR Meets at 50% or higher **Staff Responsible for Monitoring:** MCLs Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** MAP Growth STAAR Meets 50% or higher **Staff Responsible for Monitoring:** MCLs Teachers Leaders **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The 7 Mindsets SEL curriculum will be implemented 3 times a week for 15 to 20 minutes to reduced the number of discipline referrals by 10%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Discipline Referral decrease
Increased Engagement in the Classroom

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will utilize the 7 Mindsets curriculum 3 times a week for 10-15 minutes. The school counselor will present Character Ed lessons or a 7 Mindsets lesson 3 times a month for 40 minutes. **Strategy's Expected Result/Impact:** self regulations behaviors a decrease in behavior referrals **Staff Responsible for Monitoring:** Counselor Teachers Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Character ED lessons will be rolled out to students three times a month 40 minutes each lesson by the counselor. **Strategy's Expected Result/Impact:** Self Regulation Awareness Decrease in Behavior Referrals **Staff Responsible for Monitoring:** Counselor Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: Teachers will conference with all 3rd-5th grade students three times a year to review data and set goals to improve student achievement on STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP
Istation
Data Binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Parent and Teacher data meetings will be held twice a year to ensure parents are informed of their child's progress. **Strategy's Expected Result/Impact:** Parent Involvement increased Parent Awareness of Student Progress **Staff Responsible for Monitoring:** Parents, Teachers and Students **Title I:** 4.1 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will maintain a DATA BINDER to chart goals, growth and progress; hold conferences with teacher to discuss goals. **Strategy's Expected Result/Impact:** Improved rate of progress Goal setting at the forefront **Staff Responsible for Monitoring:** Teachers Students **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: 100% of Blackshear Elementary teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2022-23 school year.

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 - 2024 Goal: 63%

Evaluation Data Sources: Planner Communication
Organization of Binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner. **Strategy's Expected Result/Impact:** Organization Two Way Communication with Parents **Staff Responsible for Monitoring:** Teachers Students Parents **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: AVID Coordinator will share two AVID strategies with teachers every six weeks and monitor implementation. **Strategy's Expected Result/Impact:** Organization Note Taking Skills				

Staff Responsible for Monitoring: AVID Coordinator
Teachers

Title I:
2.6
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Blanton Elementary

2022-2023 Campus Improvement Plan



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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: By May 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coach, Leadership **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				180

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated instruction through Imagine Math with an average of 30 minutes, 3 times weekly. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coach, Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Campus Leadership and teachers will utilize Title 1 resources to train parents in the importance of individual student progress in MAP, through meetings three times per year. **Strategy's Expected Result/Impact:** Parents will be well informed of their students progress after each MAP administration. **Staff Responsible for Monitoring:** Campus Leadership, classroom teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Leadership Advisory Team Teachers will meet with the campus leadership and grade level teams to align best practices and TIER 1 instruction to the TEK standard. **Strategy's Expected Result/Impact:** All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction which will be evident in classroom observations, student performance and progress **Staff Responsible for Monitoring:** Campus Leadership				

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 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teachers, campus leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leveled Literacy Intervention will be used in all classrooms for students performing at the Approaches level or below, for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated instruction through Istation will be used at a minimum of 30 minutes, 3 times weekly. **Strategy's Expected Result/Impact:** Increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

 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 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May 2023, 75% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.

High Priority

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%, 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: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data Driven Instruction protocol (DDI), will be followed to create Know and Show charts that identifies the level of rigor and questioning in the daily lesson plans. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two depth of knowledge questions daily that aligns with the TEK, which will be evident in their lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Thee daily objective will be written on the board in 100% of the classrooms and aligned to the TEK. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May 2023, 75% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data Driven Instruction protocol (DDI), will be followed to create Know and Show charts that identifies the level of rigor and questioning in the daily lesson plans **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Lead Teachers and Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: As part of the DDI process, each grade level will use SCA assessments to create exemplars for student performance to reach. **Strategy's Expected Result/Impact:** Grade level teachers will have a full understanding of the depth of the grade level TEK and use the exemplar to compare student samples to. **Staff Responsible for Monitoring:** Leadership Team, Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Leadership will conduct focused walkthroughs to identify the GAP, meet with the grade level teacher to name the GAP, and then coach to teacher to practice the activity or lesson before presenting to students in the classroom. **Strategy's Expected Result/Impact:** Through focused walkthroughs and collaborated discussions between leadership team, Instructional Coach or Lab Team Member, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP. **Staff Responsible for Monitoring:** Leadership Team, Instructional Coach, LAB Team **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of Kindergarten students reading at or above grade level will increase from 46% to 60% by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Teachers, Campus Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Grade level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain an in depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of 1st grade students reading at or above grade level will increase from 32% to 50% by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Teachers, Campus Instructional Coach, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Grade level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain an in depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of 2nd grade students reading at or above grade level will increase from 21% to 45% by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Grade level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain an in depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of 3rd grade students reading at or above grade level will increase from 48% to 60% by May 2023, higher than district goal.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Istation data, MAP data, classroom observations, exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: The percentage of 3rd grade students reading at or above grade level will increase from 48% to 60% by May 2023, higher than district goal.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Istation data, MAP data, classroom observations, exit tickets, SBAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, Campus Instructional Coach, Campus Lead Teacher, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Student engagement will be at a rigorous level, student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Teachers, Campus Leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly differentiated instruction will be provided to all students based upon performance of specific TEKS. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: The 7 Mindsets SEL curriculum will be implemented daily for 30 minutes in all PK-5th grade classrooms throughout the 2022-2023 school year.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Reduction discipline referrals, observations, increased student engagement in instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: After morning announcements, classroom teachers will spend 15-20 minutes on 7 SEL Mindset lessons with their students. **Strategy's Expected Result/Impact:** self regulations behaviors by students, reduction of behavior referrals, increased student engagement in academic instruction **Staff Responsible for Monitoring:** Classroom teachers, campus leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Following Restorative Practices, staff members and leadership will use the strategies learning during 7 Mindset Lessons when conferencing with a student about misbehavior and redirect. **Strategy's Expected Result/Impact:** Preservation of student social, emotional well being will be practiced to work with students at a cognitive balanced state to appropriate discuss student behaviors and how to self correct them. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Campus leadership will conference with all 3rd-5th grade students about performance goals and progress at least three times per year by May 2023.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Leadership conference, student data binder

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All PK-5th grade students will have an AVID folder or binder that contains- parent communication, goals for each subject, assessment performance and progress, and practice items for math and reading on struggling skills. **Strategy's Expected Result/Impact:** Student ownership of academic learning, increased parent involvement and engagement, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Classroom teacher and leadership **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leadership will meet with students in 3rd-5th grade students after the beginning of year and middle of year MAP assessments, before STAAR assessment to review performance/progress and set new goals. **Strategy's Expected Result/Impact:** Students ownership of academic learning, instilling and supporting a growth mindset in all stakeholders, connect campus leadership and school initiatives with individual students **Staff Responsible for Monitoring:** Campus leadership				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Title 1 parent engagement activities will be prioritized for training and collaborating with parents on instructional and behavioral goals for all students PK-5th in two Title 1 Parent Workshops in the Fall and Spring during 2022-2023 school year.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Title 1 documentation, sign in sheets, agendas, powerpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Title 1 parent involvement funds will be spent on purchasing data binders and printing materials for all Kinder-5th grade students, that will contain information on grade level standards, performance and progress monitoring- Istation, Imagine Math, MAP and STAAR assessments. **Strategy's Expected Result/Impact:** Student ownership of academic learning, increased parent involvement and engagement, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Campus leadership **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parents will receive training on the use of the data binder and assessment scores and will be required to sign off on their individual student data binder on a monthly basis. **Strategy's Expected Result/Impact:** Parent involvement and knowledge of academic expectations will increase, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Campus leadership, Title 1 sign in sheets, data binder signatures				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: A campus Leadership Advisory Board will be created using Title 1 funds to recruit, retain and maximize teacher leaders among the staff for annual period.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: 7 Lead Teachers will meet with Leadership Team to collaborate, plan, and delivery best practices PD, support through coaching and modeling to grade level and vertical peers. This will be build quality teachers and support high performing teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Leadership will have a process of recruiting, interviewing, collaborating with Lead Teachers to be held one annual year. **Strategy's Expected Result/Impact:** The campus Leadership Advisory Board will consist of 7 Lead Teachers and the campus Leadership Team. Together the Leadership Advisory Board will plan, collaborate, deliver PD, and coach staff on campus instructional and behavioral processes to increase teacher effectiveness in the classroom. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - Title One School- Improvement - $24,500, Title 1 Campus Funds - Title One School-Improvement - $24,500				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: AVID daily communication binders will be implemented PK-5th grade where parents will be informed of the academic, social, emotional and behavioral performance and progress in all grades, PK-5th, until May 2023.

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

Evaluation Data Sources: Leadership will monitor and review the implementation of these binders in all grade levels.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All PK-5th grade students will have an AVID folder or binder that contains- parent communication, goals for each subject, assessment performance and progress, and practice items for math and reading on struggling skills. **Strategy's Expected Result/Impact:** Student ownership of academic learning, increased parent involvement and engagement, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Classroom teacher and leadership **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parents will receive training on the use of the data binder and assessment scores and will be required to sign off on their individual student data binder on a monthly basis. **Strategy's Expected Result/Impact:** Parent involvement and knowledge of academic expectations will increase, instilling a growth mindset in all stakeholders- students, teachers, staff and parents. **Staff Responsible for Monitoring:** Campus leadership, Title 1 sign in sheets, data binder signatures				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Bonham Middle School

2022-2023 Campus Improvement Plan



204

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: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 58% to 68 % in the 2023 school year.

HB3 Board Goal

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: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will teach and train staff on PLC procedures/process and apply acceptable/appropriate action steps to ensure student growth. **Strategy's Expected Result/Impact:** Shorten the academic growth in reading for grades 6-8. **Staff Responsible for Monitoring:** Grade Level 6th ELAR- MCL, AP, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: BMS will train all staff members on the delivery of quality instruction. The BMS staff will receive training from Daryl Williams (Teach like A Champion) in July. **Strategy's Expected Result/Impact:** Students will benefit from solid tier I instruction. Students performance				

levels will increase.

Staff Responsible for Monitoring: 6th- MCL, AP, Principal
7th- DH, AP, Principal
8th- MCL, AP, Principal

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Targeted Support Strategy

Funding Sources: Teach Like A Champion PD - Title One School- Improvement - $10,000

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: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 59% to 69 % in the 2023 school year.

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: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will teach and train staff on PLC procedures/process and apply acceptable/appropriate action steps to ensure student growth. **Strategy's Expected Result/Impact:** Student growth. **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: After school tutoring will be targeted. Students will be pulled strategically. **Strategy's Expected Result/Impact:** Students will close gaps in low performing TEKS. **Staff Responsible for Monitoring:** Teachers Admin **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% 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 3: Student achievement on reading STAAR will increase from 55% to 65% by the end of 2022.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR ASSESSMENT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will implement effective instructional strategies from TLAC. **Strategy's Expected Result/Impact:** Increase student performance. **Staff Responsible for Monitoring:** Admin IC **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners. **Strategy's Expected Result/Impact:** Student achievement will increase by 10%. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress | 100% 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 4: Student achievement on Math STAAR will increase from a 28% meets to a 40% meets.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCL's will lead effective PLC's. MCL's will use the DDI process and include highly effective instructional strategies. **Strategy's Expected Result/Impact:** Increase in student performance. **Staff Responsible for Monitoring:** Teachers Admin **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLC's), the Response to Intervention process (RTI). **Strategy's Expected Result/Impact:** Increased learner academic achievement - Professional Learning Community data -Stronger learner engagement - Healthy learner social-emotional skills development **Staff Responsible for Monitoring:** Teachers Admin **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

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: Bonham will raise the connectedness indicator within Panorama from 51% to 65% by the end of the 2023 school year.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama data
Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: BMS will host two family nights to help encourage parent involvement. **Strategy's Expected Result/Impact:** Positive feedback on the panorama data. School Culture. **Staff Responsible for Monitoring:** Counselors Admin team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs. **Strategy's Expected Result/Impact:** Targeted intervention strategies - Increase in positive learner behaviors - Successful demonstration of Resiliency and Self-Control Life Principles - Increase in learner self-advocacy and communication skills addressing needs - Reduced discipline and behavior incidents, specifically incidents involving student conflict. **Staff Responsible for Monitoring:** Admin Counselors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 2: Bonham will increase awareness of College and Career readiness in order to spark interest in post-secondary opportunities.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: AVID participation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AVID will be implemented with fidelity. Students will be encouraged to participate in AVID. **Strategy's Expected Result/Impact:** Increase in graduates. **Staff Responsible for Monitoring:** AVID coordinator. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All BMS learners will participate in at least two activities focused on career, college and life readiness. **Strategy's Expected Result/Impact:** Provide opportunities for learner experiences which provide information regarding a variety of post-secondary pathways (speakers, field trips, & post-HS planning meetings). **Staff Responsible for Monitoring:** Counselors AVID coordinator **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Bowie Middle School

2022-2023 Campus Improvement Plan

Board Goals

Board Goal 1: Goal 1: 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: Students Meeting or Exceeding individual growth projections on MAP will increase from 2022 49% Math, 40% Reading to District Goal of 56% (Math and Reading) MAP by May 2023.

High Priority

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: MAP 2022 fall and MAP 2023 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2022 EOY MAP data for data wall tracking, and update with BOY MOY EOY (Beginning of Year, Middle of Year, and End of Year). Teachers will chart this progress electronically and in display form so that teachers and students know their data and keep it in the forefront of instructional planning and delivery. Students will set goals and teachers and students will celebrate growth. **Strategy's Expected Result/Impact:** Students will show growth and track their own data for move up. **Staff Responsible for Monitoring:** Campus Admin and content leads, and students tracking their own data. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will have 1 hour after school intervention (extended day) 4 times a week focusing on Math and Reading. This intervention is based on data from 2022 STAAR as well as each data point where the instructional team will look at and make adjustments each six weeks as outlined in our RISE year two implementation. Teachers will plan intervention one day after school weekly with their teams. **Strategy's Expected Result/Impact:** MAP scores from BOY to EOY will show 70% of students met or exceeded their individual targeted growth. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** RISE Grant from TEA (estimated remaining from Choice Dept) - State Grant - $9,000, MCLs Math and Reading 5 (closed 1 instructional Coach) One IC open - Title One School- Improvement - $88,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will engage parents in the process by setting meetings with parents at Middle of the Year MAP data, to set goals and talk about student progress on MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with data reports and progress reports to parents through the School Status software and phone calls. **Strategy's Expected Result/Impact:** 80% of students will meet their MOY and EOY MAP targeted growth. **Staff Responsible for Monitoring:** Classroom teachers, Admin, **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 1: Goal 1: 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: Students in grade 6 through 8 (reading and math) will close learning gaps by showing a 20% increase in Meets in both math and reading. We will reach 50% Meets in Reading and 41% Meets in Math. (2022 STAAR showed Bowie Meets 30% Reading and Meets 21% Math.)

High Priority

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: 2023 State STAAR Accountability will show that Bowie increased 20% in each of Reading and Math to move to A or B status with accountability for 2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie has 5 MCLs (Multi Classroom Leads) as a part of the district's Opportunity Culture. These Multi Classroom Leads work closely with teachers daily in their PLC (Professional Learning Communities). They follow YAG (Year at A Glance), pacing, backward planning, and data informed instruction. This process is valued and ongoing. They conduct coaching and feedback cycles with their teachers. Bowie continues year two in the RISE initiative which includes data driven grouping for students in the extended hour. **Strategy's Expected Result/Impact:** Students will show increased scores on SCA, MAP and 2023 STAAR accountability **Staff Responsible for Monitoring:** IC, MCL and admin team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Stipends for teacher Saturday Planning and PD - Title One School-wide - $45,000, Teacher Lead Stipend for leading and coaching team (not eligible for other stipends) - Title One School-wide - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers and teaching staff will meet weekly on Fridays to have job-embedded PD, aligned intervention plans, and progress monitoring of the after school intervention time. These Job-embedded PD sessions will then be monitored for implementation in the classroom through frequent walkthroughs and timely feedback to teachers. **Strategy's Expected Result/Impact:** 2023 STAAR results will show 30% Meets in Reading and 39% Masters in Math. **Staff Responsible for Monitoring:** instructional team, MCLs, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Assistant Principals are assigned content PLCs (Professional Learning Communities) to attend and support high quality planning and lesson planning design, and will attend each PLC at least twice weekly. This alignment will allow the assistant principals to become more engaged and familiar with the content and work more closely with campus content teachers and district content coordinators to improve content rigor and depth in the instructional classroom. The assistant principals will conduct walkthroughs on the same content teachers and provide meaningful and quality feedback to the teachers in a timely manner. **Strategy's Expected Result/Impact:** 2023 STAAR results will show 30% Meets in Reading and 39% Masters in Math with a 10% increase in Science and Social Studies' Meets. **Staff Responsible for Monitoring:** Assistant Principals, MCLs, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Bowie Middle School will increase college and career readiness by creating equitable opportunities for students to develop instructional routines that support secondary academic success which leads to post-secondary and career readiness.

Indicators of Success:
Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: The number of students who are accepted into choice high schools will increase by 15% compared to May 2022.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie AVID Site team will hold bimonthly professional development on AVID organization with cross grade level consistency. **Strategy's Expected Result/Impact:** MAP will show 10% increase in number of students who met targeted growth from May 2022 to May 2023 **Staff Responsible for Monitoring:** Bowie AVID site team, admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Bowie AVID Site team will hold bimonthly professional development on Open Ended Response strengthening with note-taking and annotation strategies. **Strategy's Expected Result/Impact:** 2023 STAAR results will show 30% Meets in Reading **Staff Responsible for Monitoring:** Bowie AVID site team, admin, Reading MCLs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will make sure that the majority of Exit slips and daily summative assessments incorporate student purposeful talk, student discussion and open-ended responses. **Strategy's Expected Result/Impact:** Bowie will show an increase of students, Emerging Bilinguals, who exit ESL increase by 10% from May 2022 to May 2023 **Staff Responsible for Monitoring:** MCLs, Admin team, content leads **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Fundamental 5 - Title One School-wide - $15,000				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Bowie Middle School will increase School Connectedness - Panorama results from 36% (2022 results) to 50% for the 2023 school year.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Fall 2022 and Spring 2023 survey data will show School Connectedness move from a 36% to a 50% for the 2023 School Year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Assistant Principal's roles and responsibilities realigned so that each is assigned one grade level. One assigned as the 6th Grade principal, one assigned as the 7th grade principal, and one assigned as the 8th grade principal. **Strategy's Expected Result/Impact:** Student connectedness results in fall of 2022 and spring of 2023 will showed marked increase as the grade level principal works closely with students and families to build positive relationships. We expect to move from a 36% to a 50% School Connectedness. **Staff Responsible for Monitoring:** Admin, assistant principals **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Incoming 6th grade students were sorted randomly into houses, and 7th and 8th grade students kept their 2021-2022 houses. **Strategy's Expected Result/Impact:** Each of the 5 houses (Rams, Buffaloes, Red Raiders, Falcons, and Lobos) will compete biweekly on top points and create a competitive environment as points are awarded for acts of kindness and positive behavior. Points will increase each time, as well as positive actions by students which should move our School Connectedness from 36% to a 50%. **Staff Responsible for Monitoring:** Grade level principals, admin. **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Bowie teachers will use the Pre-Referral checklist which tiers behavior, which includes specific classroom strategies for the teacher to employ to strengthen positive classroom management, in redirecting students to engage in the classroom learning environment. **Strategy's Expected Result/Impact:** Classroom referrals will decrease 5% from May 2022 to May 2023. **Staff Responsible for Monitoring:** classroom teachers, administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Bowie Middle School will increase student Sense of Belonging - Panorama results from 33% (2022 results) to 50% for the 2023 school year.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Fall 2022 and Spring 2023 survey data will show Sense of Belonging will increase to 50% for the 2023 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each Counselor will have a pre-assigned group of students that they each work with instead of random assistance. **Strategy's Expected Result/Impact:** Students will feel an increased sense of belonging that an adult cares about them per the Panorama survey, and will show increased percentage from Fall 2022 to Spring 2023 from 33% (2022 results) to 50% for the 2023 school year. **Staff Responsible for Monitoring:** grade level counselors, admin, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will attend back to school PD with Hearne and Hearne to revisit the Mission and Vision of the school, set a personal "why" statement and commit to building their legacy each and every day. **Strategy's Expected Result/Impact:** Teachers will work more closely with students in a positive manner as evidenced with an increase in Panorama student belonging results from Fall 2022 to Spring 2023 to increase school connectedness from 33% (2022 results) to 50% for the 2023 school year. **Staff Responsible for Monitoring:** classroom teachers, admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Hearne and Hearne - Title One School-wide - $9,500				223

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will receive back to school intense training in the TTESS rubric to make note and highlight the "opportunity" features listed in each of the dimensions, paying attention to "academic and social emotional success" listed in the rubric, and will choose an area from Domain II (instruction) to incorporate into their individual TTESS goals for growth. **Strategy's Expected Result/Impact:** Students will feel a sense of belonging and excel in their opportunity to grow academically and socially emotionally as measured by Panorama Spring 2023 increase in belonging and results will show and increase from 33% (2022 results) to 50% for the 2023 school year. **Staff Responsible for Monitoring:** classroom teachers, admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Lee Buice Elementary

2022-2023 Campus Improvement Plan



Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 46% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percentage of students reading on grade level in grades K-5 will increase 4% from the BOY MAP to EOY MAP assessment.

High Priority

HB3 Board Goal

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: MAP assessment reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in weekly intervention through tutoring, RTI, and in-class intervention to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** IXL Intervention - Reading & Math - Title One Instructional Continuity - $16,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas. **Strategy's Expected Result/Impact:** Instructional support teachers will be available to support and mentor their fellow grade level team members. **Staff Responsible for Monitoring:** Admin. **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - Title One School-wide - $105,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Dyslexia teachers will provide tier 2 & 3 intervention during tutorials for struggling readers. **Strategy's Expected Result/Impact:** Students will increase reading levels and abilities through high-impact tutoring sessions provided by dyslexia teachers. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 46% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students achieving growth for math from BOY to EOY measured by the MAP assessment, will increase 4%.

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: MAP assessment reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will participate in intervention through an individualized plan utilizing the MAP assessment results (individual student profile report). **Strategy's Expected Result/Impact:** Students will meet their growth target on the EOY MAP assessment. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students identified as performing below grade level and/or having difficulty with on grade content will participate in weekly intervention through tutoring, RTI, and in-class intervention to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas. **Strategy's Expected Result/Impact:** Instructional support teachers will be available to support and mentor their fellow grade level team members. **Staff Responsible for Monitoring:** Admin. **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Dyslexia teachers will provide tier 2 & 3 intervention to struggling readers. **Strategy's Expected Result/Impact:** Struggling readers will improve reading skills and abilities through high-impact tutoring provided by dyslexia teachers. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

 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 46% to 60% by May 2024 across all tested content areas.

Performance Objective 3: Students achieving the Meets Standard on state assessments in Math will increase in each tested grade level by May 2023.
3rd Grade Math from 29% to 40%
4th Grade Math from 42% to 50%
5th Grade Math from 47% to 55%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content. **Strategy's Expected Result/Impact:** Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content. **Staff Responsible for Monitoring:** Teachers/ Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Forde and Ferrier and think up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades. **Strategy's Expected Result/Impact:** A higher number of students will score in the masters status range on the benchmark assessments in the fall and the district benchmark in January. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Students will go to Saturday school for 3-5 Saturdays in the fall and in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.	Formative			Summative
Strategy's Expected Result/Impact: Increased percentages of meets and masters status on STAAR **TEA Priorities:** Build a foundation of reading and math	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Guided reading and guided math will be utilized in K-5.	Formative			Summative
Strategy's Expected Result/Impact: Increase student knowledge in the areas of math and reading in all grade levels **Staff Responsible for Monitoring:** Admin/ walkthroughs	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Teacher teams will frequently evaluate student-facing work to identify gaps between student products and the exemplars. (DDI) These gaps will drive the creation of re-teach plans.	Formative			Summative
Strategy's Expected Result/Impact: This practice will lead to targeted instruction, based on data, and will result in higher rates of achievement on all assessments **Staff Responsible for Monitoring:** Teachers/ Coaches/ Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Students who are struggling will participate in weekly intervention through tutoring, RTI, and in-class intervention to reach grade level potential.	Formative			Summative
Strategy's Expected Result/Impact: Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy**	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas. **Strategy's Expected Result/Impact:** Instructional support teachers will be available to support and mentor their fellow grade level team members. **Staff Responsible for Monitoring:** Admin. **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 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 46% to 60% by May 2024 across all tested content areas.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Reading will increase in each tested grade level by May 2023.
3rd Grade Reading from 40% to 50%
4th Grade Reading from 53% to 60%
5th Grade Reading from 59% to 65%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring. **Strategy's Expected Result/Impact:** Increase on meets percentages in each grade level for math on benchmark assessments, and the January released test. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Forde and Ferrier and Think-Up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades. **Strategy's Expected Result/Impact:** Increased performance on 3rd-5th math benchmark assessments **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will go to Saturday school for 3- 5 Saturdays in the fall and spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status. **Strategy's Expected Result/Impact:** An increased percentage of students reaching meets and masters status on all STAAR tests. **Staff Responsible for Monitoring:** Admin **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Buice will use formal and informal assessments to identify students who are performing at the "approaches" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to perform at the "meets" grade level content. **Strategy's Expected Result/Impact:** Increased number of students reaching meets status on the math benchmark assessments **Staff Responsible for Monitoring:** Teachers/ Admin **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Guided math will be utilized in all grade levels. **Strategy's Expected Result/Impact:** Increased performance and student knowledge in math in all grade levels **Staff Responsible for Monitoring:** Admin/ walkthroughs **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
Strategy 6: Teachers will utilize TEKS target in math daily.	Formative			Summative
Strategy's Expected Result/Impact: Increase in knowledge and retention in math for all students K-5. **Staff Responsible for Monitoring:** Teachers/ admin Walkthroughs **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
Strategy 7: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	Formative			Summative
Strategy's Expected Result/Impact: Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments. **Staff Responsible for Monitoring:** Admin/ Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
Strategy 8: All Buice teachers will utilize "Do the Math" for math intervention weekly.	Formative			Summative
Strategy's Expected Result/Impact: Increased achievement for struggling learners in math **Staff Responsible for Monitoring:** Teachers/ Admin **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
Strategy 9: Students who are struggling will participate in weekly intervention through tutoring, RTI, and in-class intervention to reach grade level potential.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 10 Details	Reviews			
Strategy 10: Students will receive after school tutoring provided by their classroom teacher to fill in academic gaps.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math **- - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 11 Details	Reviews			
Strategy 11: Teachers will be utilized as instructional coaches for their grade levels. They will plan, mentor, and provide instructional support for their grade/content areas.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Instructional support teachers will be available to support and mentor their fellow grade level team members. **Staff Responsible for Monitoring:** Admin. **TEA Priorities:** Build a foundation of reading and math **- - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12: Dyslexia teachers will provide tier 2 & 3 tutoring to struggling readers. **Strategy's Expected Result/Impact:** Struggling readers will improve reading ability through high-impact tutoring by dyslexia teachers. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.

Performance Objective 1: Kindergarten reading achievement scores for students at or above grade level for MAP will increase 5% by May 2023.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, Saturday School, and Air Tutor in order to reach grade level potential. **Strategy's Expected Result/Impact:** Student academic readiness will improve, and students will enter first grade on grade level. **Staff Responsible for Monitoring:** Teachers/ Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $28,274				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dyslexia teachers will provide intervention for students. **Strategy's Expected Result/Impact:** Student test scores will improve. **Staff Responsible for Monitoring:** Admin, teachers **TEA Priorities:** Build a foundation of reading and math -				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.

Performance Objective 2: First Grade reading achievement scores for students at or above grade level for MAP will increase 5% by May 2023.

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: MAP scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dyslexia teachers will provide intervention for students. **Strategy's Expected Result/Impact:** Student test scores will improve. **Staff Responsible for Monitoring:** Admin, teachers **TEA Priorities:** Build a foundation of reading and math -				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.

Performance Objective 3: Second Grade reading achievement scores for students at or above grade level for MAP will increase 5% by May 2023.

HB3 Board Goal

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: MAP Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level potential on MAP testing. **Staff Responsible for Monitoring:** Teachers/ Admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dyslexia teachers will provide intervention for students. **Strategy's Expected Result/Impact:** Student test scores will improve. **Staff Responsible for Monitoring:** Admin, teachers **TEA Priorities:** Build a foundation of reading and math -				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.

Performance Objective 4: Third Grade reading achievement scores for students at or above grade level for MAP will increase 5% by May 2023.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will reach grade level potential in reading and math on MAP testing. **Staff Responsible for Monitoring:** Teachers/ Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dyslexia teachers will provide intervention for students. **Strategy's Expected Result/Impact:** Student test scores will improve. **Staff Responsible for Monitoring:** Admin, teachers **TEA Priorities:** Build a foundation of reading and math -				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 54% to 65% by May 2024.

Performance Objective 5: Third Grade reading scores for students at or above Meets achievement for STAAR will increase 5% by May 2023.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR test scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and Air Tutor in order to reach grade level potential. **Strategy's Expected Result/Impact:** Students will achieve success at grade level in reading and math. **Staff Responsible for Monitoring:** Teachers/ Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dyslexia teachers will provide intervention for students. **Strategy's Expected Result/Impact:** Student test scores will improve. **Staff Responsible for Monitoring:** Admin, teachers **TEA Priorities:** Build a foundation of reading and math -				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Careers, or Military Ready will increase from 5% by May 2024.

Performance Objective 1: Buice Elementary will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systematic change where SEL can thrive and students can be safe and happy and feel connected to their school through parent engagement.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Data, discipline referrals, SEL lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** Students who are healthy socially, emotionally, as well as academically successful **Staff Responsible for Monitoring:** Counselor/ Admin/ Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Title One School-wide - $2,086				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide SEL lessons and activities daily in their classrooms. **Strategy's Expected Result/Impact:** Students will learn how to appropriate interact and respond to external stimuli using the skills and tools learned during the SEL lessons. **Staff Responsible for Monitoring:** Teacher/Admin **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Careers, or Military Ready will increase from 5% by May 2024.

Performance Objective 2: Buice Elementary will provide a safe and supportive learning environment for all students so that they will feel connected to the school.

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 - 2024 Goal: 63%

Evaluation Data Sources: Training sign-in sheets, training agenda/ documentation, Documentation of counseling lessons
Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. **Strategy's Expected Result/Impact:** Staff will be prepared to address all student needs in this area, and will know the protocol and procedures for reporting and referring. **Staff Responsible for Monitoring:** Counselor/ Teacher/ Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. **Strategy's Expected Result/Impact:** Awareness of staff on procedures and processes for identifying and intervening in crisis situations. **Staff Responsible for Monitoring:** Counselor, Teacher, Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS/ PBIS. **Strategy's Expected Result/Impact:** School-wide implementation of CHAMPS and fewer discipline issues/referrals **Staff Responsible for Monitoring:** teachers/ Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Safety drills will be done periodically and any issues will be reviewed and fixed. **Strategy's Expected Result/Impact:** Staff and students will be prepared in the event of an emergency. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: All staff will be trained in the emergency response program SRP in order to be prepared to react in any emergency including, lockdown, lock out and fire or weather hazard. **Strategy's Expected Result/Impact:** Staff and students will be prepared for any emergency situation. **Staff Responsible for Monitoring:** Admin/ ECISD PD **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of high school graduates considered College, Careers, or Military Ready will increase from 5% by May 2024.

Performance Objective 3: Buice Elementary student attendance will increase by 2% from May 2022 to May 2023.

High Priority

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buice will provide individualized support for students that includes interventions and rewards, as well as consequences to help improve attendance. **Strategy's Expected Result/Impact:** Increase in attendance rates. Likelihood of student success will increase **Staff Responsible for Monitoring:** Teacher/ counselor/ attendance clerk/ admin **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. **Strategy's Expected Result/Impact:** Increase in attendance rates and fewer contracts for attendance will be needed as the school year progresses **Staff Responsible for Monitoring:** Teacher/ counselor/ attendance clerk/ admin **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Attendance incentive will continue this year. Award for best attendance rate will be given every two weeks in k-2 and 3-5. The class with the highest attendance rate will get to have a sign on their door with the Buice attendance hero on it and will be posted on the website/social media page. **Strategy's Expected Result/Impact:** Improved attendance **Staff Responsible for Monitoring:** counselor/ admin **ESF Levers:** Lever 3: Positive School Culture				

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 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Careers, or Military Ready will increase from 5% by May 2024.

Performance Objective 4: Buice Elementary teachers that are AVID trained will implement one AVID strategy per month for the 2022-2023 school year.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Walkthroughs, Lesson plans, Photos

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus-level AVID coordinator will demonstrate one new AVID strategy per month during PLCs. **Strategy's Expected Result/Impact:** Teachers will use AVID strategies to improve student success. **Staff Responsible for Monitoring:** Admin/ Instructional coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will implement one AVID strategy per month in their classrooms, in addition to require students to use a daily calendar. **Strategy's Expected Result/Impact:** Students will become more organized and will know how to utilize different stimuli to demonstrate mastery of content. **Staff Responsible for Monitoring:** Teachers/Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Burleson Elementary

2022-2023 Campus Improvement Plan



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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: By May of 2023, 3rd-5th Grade Reading "Approaches" percentages will increase from 34.25% (2022 STAAR) to 38.25% as measured by the 2023 STAAR

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Reading teachers will implement on-grade lesson plans using the District curriculum framework and resources daily. All Reading teachers will be trained on the utilization of Ector County ISD curriculum documents. All Reading teachers will be trained on HMH-Reading/Writing, LLI Intervention, and Istation Guided Lessons. Teachers will create lessons based around the district curriculum documents and district approved reading adoptions only. All teachers will attend Professional development "Teach Like a Champion". **Strategy's Expected Result/Impact:** Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits which will then allow for improved reading skills resulting in higher performance on assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, and Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Student **Strategy's Expected Result/Impact:** Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students targeted for additional instructional support will participate in tutorials during and after school. **Strategy's Expected Result/Impact:** Students will increase in "meets" standards as measured by the STAAR. **Staff Responsible for Monitoring:** Teachers and Administrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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, 3rd-5th Grade students achieving the meets standards in grades 3-5 will increase 9% to 50% as measured by the 2023 STAAR Math assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: STAAR Math 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To increase student academic performance, teachers will utilize the campus modified ECISD Math Lesson Plan Template. Teachers will follow the See It, Name It, Do It processes. Teachers will partner plan daily with their teachers utilizing Envision Curriculum Products, Do the Math, Lonestar Math, and supplemental resources provided. **Strategy's Expected Result/Impact:** With proper planning, students will successfully go through the lesson plan cycle based on well thought out and planned lessons. Students will have opportunities to engage in various learning styles; thus, allowing for more levels of engagement. Higher levels of engagement equates to high academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All math teachers will conduct guided math daily utilizing the district approved program, Do the Math which is a manipulative based program. Teachers will utilize MAP data to configure groups. Teachers will make an effort to see 3 math groups daily. Teachers will also conduct Lonestar Daily Math Do Nows with student every day of instruction. K-1 teachers will also utilize the calendar aspect of Lonestar Math. **Strategy's Expected Result/Impact:** Skill gaps will close and students will be able to apply learned skills to appropriate grade level tasks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, and Teachers. **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of all students will participate in taking TEA Interim Assessments, MAP Assessments, District Assessments, Campus Common Assessments, and other multiple measures of data. Teachers will also monitor students' progress on Imagine Math and Imagine Math Facts program. All math teachers will participate in Data Driven Instructional protocol after each assessment. **Strategy's Expected Result/Impact:** Teachers will be able to use data to target learning gaps. Teachers will inform instruction to fill in those gaps. Students will have knowledge of their learning and will employ strategies to correct learning gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, and Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 100% of all math teachers will be trained on problem solving strategies. Math teachers will utilize CUBES strategies on a daily basis. Teachers will provide students with opportunities for open-ended word problems throughout the week. All students will complete 60 minutes of Imagine Math or 2 successful lessons per week. **Strategy's Expected Result/Impact:** Teachers will be able to address skills gaps. Teacher will be able to assess students' cognitive abilities through their writing within the open-ended questioning. Students will be working on activities based on their individual needs. These strategies will produce efficacy in math which will in turn improve academic outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, and Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 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 3: The school-wide percentage of students meeting or exceeding their end-of-year RIT MAP Math score will increase from 42% to 52% by May 2023.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of teachers will participate in MAP Math assessments. Teachers will be trained to disaggregate the data to target instruction. **Strategy's Expected Result/Impact:** The expected outcome is for all students to increase performance in the MAP MATH scores. **Staff Responsible for Monitoring:** Teachers, Administrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of students will participate in Istation Math. Teachers will be trained to disaggregate the iStation data to target instruction. **Strategy's Expected Result/Impact:** The expected outcome is for all students to increase and/or reach on level math performance. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 4: The school-wide percentage of students meeting or exceeding their end-of-year RIT MAP Reading score will increase from 56% to 65% by May 2023.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of students will participate in the MAP Reading assessment. Teachers will be trained to disaggregate the date for targeted instruction. **Strategy's Expected Result/Impact:** Students will increase reading scores by 10% by the end of May 2023. **Staff Responsible for Monitoring:** Teachers, Administrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of students will participate in Istation Reading, LLI, and Virtual Tutoring. Teachers will be trained to disaggregate the iStation data and LLI to target instruction. **Strategy's Expected Result/Impact:** The expected outcome is for all students to increase and/or reach on-level reading performance. **Staff Responsible for Monitoring:** Teachers, Reading coach and Administrators, **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 36% to 56%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Kindergarten students will participate in iStation Reading, LLI, and targeted instruction. **Strategy's Expected Result/Impact:** Students will increase in performance by May 2023. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained in LLI and DDI to disaggregate data and provide individualized instruction. **Strategy's Expected Result/Impact:** Students will increase their performance in reading. **Staff Responsible for Monitoring:** Teachers and administrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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: The percentage of first-grade students meeting the growth standard on Reading MAP will increase from 47% to 56%.

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: MAP Reading Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of First grade students will participate in iStation Reading, LLI, and targeted instruction. **Strategy's Expected Result/Impact:** Students will increase in performance by May 2023. **Staff Responsible for Monitoring:** Teachers and adminstrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained in LLI and DDI to disaggregate data and provide individualized instruction. **Strategy's Expected Result/Impact:** Students will increase their performance in reading. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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: The percentage of second-grade students meeting the growth standard on Reading MAP will increase from 16% to 50%

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: MAP Reading Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Second grade students will participate in iStation Reading, LLI, and targeted instruction. **Strategy's Expected Result/Impact:** Students will increase their performance in reading. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained in LLI and DDI to disaggregate data and provide individualized instruction. **Strategy's Expected Result/Impact:** Students will increase in performance by May 2023. **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 36.9 % to 56%%

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: MAP Reading Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Third grade students will participate in iStation Reading, LLI, and targeted instruction. **Strategy's Expected Result/Impact:** Students will increase in performance by May 2023. **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained in LLI and DDI to disaggregate data and provide individualized instruction. **Strategy's Expected Result/Impact:** Students will increase their performance in reading. **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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 5: By May of 2023, 3rd-5th Grade STAAR Reading results will render at least 72% of the students will score at least Approaches or above; 40% of the students will score at least Meets or above; and 30% of the students will score Masters or above on the STAAR Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: STAAR Reading 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all Reading teachers will be trained on the utilization of Ector County ISD curriculum documents. 100% of all teachers will be trained on HMH-Reading and Writing, LLI Intervention, and Istation Guided Lessons. Teachers will create lessons based around the district curriculum documents and district approved reading adoptions only **Strategy's Expected Result/Impact:** Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits. This will allow for improved reading skills which will result in higher performance on assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will take a universal screener twice per month. Students will take Istation and Star Universal Screener as a progress monitoring tool. All teachers will conduct guided reading daily. Teachers will be trained on using the workstations from HMH. Students will read text on their level and be challenged with a text above level. Students will be ti **Strategy's Expected Result/Impact:** Students will receive individual attention based on their identified strengths and weaknesses. This will allow students to meet state criteria on the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Students will be provided a writing prompt at least every two weeks. Students will be provided with feedback on their writing. **Strategy's Expected Result/Impact:** Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Panorama data in the area of Feedback and Coaching will increase from 40% to 80% for staff and 14%-80% for teachers.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will be provided feedback and coaching on a weekly basis. **Strategy's Expected Result/Impact:** Campus Goal Alignment and increase productivity **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be provided coach and feedback on a weekly basis with targeted professional development. **Strategy's Expected Result/Impact:** Teachers will be aligned to campus and district goals. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: One hundred percent of 4th through 5th grade teachers will implement one AVID strategy each month for students in grades 4-5 for the 2022-23 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Lesson plans, Wallkthrough Data, AVID Site Team Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement one AVID strategy each month for students in grades 4-5 for the 2022-23 school year. **Strategy's Expected Result/Impact:** All teachers and administrators will be trained in AVID. AVID strategies and structures will be implemented in 100% of classrooms K-5. **Staff Responsible for Monitoring:** Assistant Principal, AVID Site Team **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Supplemental pay for AVID Training 3 Saturdays - Title One School-wide - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: After AVID Foundation training, all teachers K-5 will incorporate a minimum of one WICOR strategy in each category in weekly lesson plans. **Strategy's Expected Result/Impact:** Scholars will hone their academic skills, including note-taking, organization, time management, and critical thinking. **Staff Responsible for Monitoring:** AVID Site Team, Teachers, and Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: Panorama data in the area of School Connectedness will increase from 67% to 75% insert your school data in grades 3-5.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Stakeholders will be provided information and opportunities to respond to the survey. **Strategy's Expected Result/Impact:** Increase participation in the survey. **Staff Responsible for Monitoring:** Administrators **Title I:** 4.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide opportunities for stakeholders to participate in year-round activities that promote connectedness with the campus. **Strategy's Expected Result/Impact:** Increase connectedness with the stakeholders. **Staff Responsible for Monitoring:** Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: English Learners (ELs) will improve TELPAS scores by 10% from Spring 2022 to Spring 2023

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: TELPAS scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All Bilingual students will practice writing in English about their own cultures and experiences. Writing activities will be each month in a minimum of two subjects. **Strategy's Expected Result/Impact:** All EL students will share their cultural heritage through writing in English. **Staff Responsible for Monitoring:** Teachers and Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All EL students will practice speaking in English using various apps on their IPads and Chromebooks or by creating a monthly podcast. EL students will have an opportunity to share about their culture and make comparisons. **Strategy's Expected Result/Impact:** EL students will have frequent practice speaking into a microphone and				

listening to their own voice well before TELPAS.
Staff Responsible for Monitoring: Assistant Principal and teachers.

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

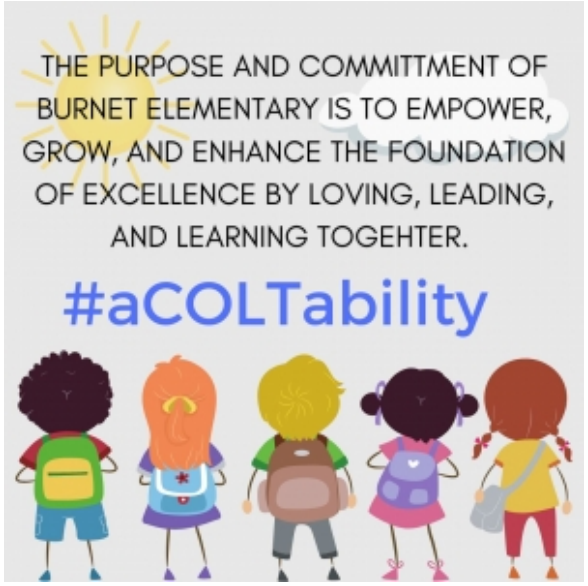
 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Burnet Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B



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: The school-wide percentage of students meeting or exceeding their end-of-year RIT MAP Reading score will increase from 46%-56%.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: Walkthroughs, PLC minutes, Benchmark data, NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** Admin Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Communicate the importance of school attendance to parents via School Status, social media (Facebook, Class Dojo, Twitter), and verbal/written communication.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase attendance **Staff Responsible for Monitoring:** Administration, Counselor, Teachers, and Attendance Clerk **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Develop an attendance incentive plan.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased attendance **Staff Responsible for Monitoring:** Administration, Counselors, Teachers and Attendance Clerk **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Establish an accountability structure for non-compliance of attendance policy.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers, and Attendance Clerk. **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Burnet will hire a part-time parent liaison to help educate parents on the importance of students attending school. **Strategy's Expected Result/Impact:** Increase attendance to 97% **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Part-time Parent Liaison - Title One School-wide - $16,000				

 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: The percentage of students achieving the Meets standard in grades 3-5 will increase from 44% to 53% as measured by the 2023 STAAR Reading assessment.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: Walkthroughs, PLC minutes, Benchmark data, STAAR 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve **Staff Responsible for Monitoring:** MCLs Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work). **Strategy's Expected Result/Impact:** Positive school culture as measured by discipline referrals and student surveys. **Staff Responsible for Monitoring:** Administration, counselors, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Burnet will develop a systems to disaggregate discipline data and monitor inequities. **Strategy's Expected Result/Impact:** Insight to inequities in discipline issued. Data that will help campus staff make decision as to student needs. **Staff Responsible for Monitoring:** Administration, Counselor **TEA Priorities:** Improve low-performing schools **- 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 3: Rigorous instruction and student accountability will be planned and executed using the ECISD Instructional Frameworks and approved resources to increase STAAR Math in 3rd-5th grade from 35% Meets to 60% Meets in 2023.

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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Classroom observations to measure alignment and rigor and percentage of students on task.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Conduct weekly classroom walkthroughs using "The Get Better Faster" scope and sequence. **Strategy's Expected Result/Impact:** Increased student on task behavior. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide real time coaching to teachers that have below 95% student on task. **Strategy's Expected Result/Impact:** Increased students on task, improved student scores on student assessments (MAP, SCA's, STAAR) **Staff Responsible for Monitoring:** Administrators and MCLs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 46%-50%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by Istation and MAP **Staff Responsible for Monitoring:** Admin, teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The percentage of first grade students meeting the growth standard on Reading MAP will increase from 65% to 70%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: First grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by Istation and MAP **Staff Responsible for Monitoring:** Admin Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 57% to 65%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 74% to 82%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. MCLs will model lessons and coach teachers in First grade. **Strategy's Expected Result/Impact:** All students will show one year of reading growth as measured by Istation and MAP **Staff Responsible for Monitoring:** Admin MCLs Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Panorama data in the area of School Connectedness will increase from 45%, in grades 3-5, to 80%.

High Priority

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 - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will deliver weekly 7 mindsets lessons to students. **Strategy's Expected Result/Impact:** Increase School Connectedness **Staff Responsible for Monitoring:** Teachers and Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Burnet will implement the House System in all grade levels K-5th to foster a strong and positive school climate and culture. **Strategy's Expected Result/Impact:** Increase School Connectedness **Staff Responsible for Monitoring:** Administrators and Teachers **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2022-23 school year.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs for AVID Specific evidence and PLC notes and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers in grades 3rd-5th will attend AVID Basic Training or Advanced Training based on their needs. **Strategy's Expected Result/Impact:** Improve AVID knowledge and understanding. Improve AVID implementation. **Staff Responsible for Monitoring:** Assistant Principal Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: Campus sense of belonging will increase from 52% to 80% according to Panorama staff data from the fall to spring of 2022-2023.

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 - 2024 Goal: 63%

Evaluation Data Sources: Survey data, documented evidence in PLCs agendas and coaching and mentoring documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement restorative practices that can help each student feel comfortable, safe, and connected as a member of the classroom community. **Strategy's Expected Result/Impact:** Increase in sense of belonging **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement activities that prompt students to reflect on where they come from and how their home lives impact their classroom experience. Moreover, this exercise encourages students to recognize and respect where their peers come from. **Strategy's Expected Result/Impact:** Increase in sense of belonging **Staff Responsible for Monitoring:** Administrators Teachers **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Cameron Dual Language Elementary

2022-2023 Campus Improvement Plan

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: At least 56% of K-6th grade students will meet or exceed their MATH MAP projected growth RIT score by the end of the year administration.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron teachers will use the district's Guided Math Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-6th grade students will complete at least 30 minutes per week of Imagine Math activities. **Strategy's Expected Result/Impact:** Students will reinforce their learning through the activities and be challenged as they grow. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptional learning, depth and complexity, and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers, instructional facilitators, and aides will attend professional development by the Ron Clark Academy to support implementation. **Strategy's Expected Result/Impact:** Increase classroom engagement and learning by teachers planning and delivering engaging and rigorous lessons and activities. **Staff Responsible for Monitoring:** Administrators, Dual Language Specialist, teachers, instructional facilitators, and aides **Funding Sources:** Conference, Hotel, Travel - Title One School-wide - $27,000				

 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: At least 56% of K-6th grade students will meet or exceed their Reading MAP projected growth RIT score by the end of the year administration.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All K-6th grade students will complete their recommended time on IStation. **Strategy's Expected Result/Impact:** Students will reinforce their learning through the activities and be challenged as they grow. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptional learning, depth and complexity, and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers, instructional facilitators, and aides will attend professional development by the Ron Clark Academy to support implementation. **Strategy's Expected Result/Impact:** Increase classroom engagement and learning by teachers planning and delivering engaging and rigorous lessons and activities. **Staff Responsible for Monitoring:** Administrators, Dual Language Specialist, teachers, instructional facilitators, and aides **Funding Sources:** Conference, Hotel, Travel - Title One School-wide - $27,000				

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Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: One teacher from each grade level will attend the La Cosecha Dual-Language Conference in Santa Fe, New Mexico to participate in focused professional development based on research based dual-language practices that will enhance instructional teaching strategies in order to meet the needs of learners at all levels. **Strategy's Expected Result/Impact:** Teachers will come back and implement research-based strategies that will help make content comprehensible for all students and in turn increase academic achievement. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist **Funding Sources:** Conference Fee, transportation, and hotel stay - Title One School-wide - $18,500				

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 3: The percentage of 3rd-6th grade students scoring Meets and Masters will increase by 10% points in Math.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hold weekly DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** Teachers will gain knowledge about their student's performance, and areas of need, and all students will receive differentiated instruction to help them grow. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward Professional Development - Title One School-wide - $8,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron will purchase Think Up Math supplemental materials for 3rd-6th grade for guided math small group differentiated instruction and STAAR 2.0 preparation. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction that is aligned to the TEKS and modeled after STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** ThinkUp Math Resources - Title One School-wide - $15,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Focused Sheltered Instruction professional development will be provided to instructional staff to enhance second language acquisition in Reading through speaking, reading, writing, and listening. Instructional staff will attend a full-day Sheltered Instruction professional development session provided by Seidlitz. **Strategy's Expected Result/Impact:** Teacher implementation of sheltered instruction strategies in every lesson to increase students' content knowledge and language acquisition in Math. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist **Funding Sources:** Seidlitz Company to provide full day of Sheltered Instruction professional development. - Title One School-wide - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: DDI PLC meetings will be held before each new unit. **Strategy's Expected Result/Impact:** Through the teacher's completion of the SCA exemplar, a Know-Show will be created which will help teachers refine the content and rigor of their instruction. Formative assessments will be used planned through exit tickets. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

 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 4: The percentage of 3rd-6th grade students scoring Meets and Masters will increase by 10% points in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: PD Agenda
Attend full-day Sheltered Instruction Training provided by Seidlitz
Sign-in sheets for PD
Reading Short Cycles Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Focused Sheltered Instruction professional development will be provided to instructional staff to enhance second language acquisition in Reading through speaking, reading, writing, and listening. Instructional staff will attend a full-day Sheltered Instruction professional development session provided by Seidlitz. **Strategy's Expected Result/Impact:** Teacher implementation of sheltered instruction strategies in every lesson to increase students' content knowledge and language acquisition in Reading, Math, and Science. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist **Funding Sources:** Seidlitz Company to provide full day of Sheltered Instruction professional development. - Title One School-wide - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: DDI PLC meetings will be held before each new unit. **Strategy's Expected Result/Impact:** Through the teacher's completion of the SCA exemplar, a Know-Show will be created which will help teachers refine the content and rigor of their instruction. Formative assessments will be used planned through exit tickets. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Hold weekly DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** Teachers will gain knowledge about their student's performance, and areas of need, and all students will receive differentiated instruction to help them grow. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward Professional Development - Title One School-wide - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Cameron will purchase Think Up Reading supplemental materials for 3rd-6th grade for guided reading small group differentiated instruction and STAAR 2.0 preparation. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction that is aligned to the TEKS and modeled after STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** ThinkUp Math Resources - Title One School-wide - $15,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By the End of the Year MAP Administration, the number of Kinder students meeting or exceeding their MAP Growth goal will grow from 42% to 55%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators and teachers **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on and use district-approved resources for guided reading groups. **Strategy's Expected Result/Impact:** Students will make one year's growth in all areas. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: By the End of the Year MAP Administration, the number of 1st-grade students meeting or exceeding their MAP Growth goal will grow from 40% to 54%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators and teachers **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on and use district-approved resources for guided reading groups. **Strategy's Expected Result/Impact:** Students will make one year's growth in all areas. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By the End of the Year MAP Administration, the number of 2nd-grade students meeting or exceeding their MAP Growth goal will grow from 45% to 58%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators and teachers **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on and use district-approved resources for guided reading groups. **Strategy's Expected Result/Impact:** Students will make one year's growth in all areas. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 4: By the End of the Year MAP Administration, the number of 3rd-grade students meeting or exceeding their MAP Growth goal will grow from 54% to 65%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will create student data folders for tracking BOY, MOY, & EOY MAP Reading growth and monthly IStation Reading progress. **Strategy's Expected Result/Impact:** Generate student and parent awareness of progress in Reading, their level, highlight the students' needs, and provide a two-way communication between parents and teachers. **Staff Responsible for Monitoring:** Administrators and teachers **Funding Sources:** Folders, dividers, sheet protectors, labels, colored paper - Title One School-wide - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on and use district-approved resources for guided reading groups. **Strategy's Expected Result/Impact:** Students will make one year's growth in all areas. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cameron teachers will use the district's Reading Framework for Tier 1 Instruction. **Strategy's Expected Result/Impact:** All students receive grade level Tier 1 instruction and all its components. **Staff Responsible for Monitoring:** Principal, AP, and Dual Language Specialist				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 5: The percentage of 3rd-grade students scoring Meets and Masters will increase by 10% points in Reading.

High Priority

HB3 Board Goal

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: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Focused Sheltered Instruction professional development will be provided to instructional staff to enhance second language acquisition in Reading through speaking, reading, writing, and listening. Instructional staff will attend a full-day Sheltered Instruction professional development session provided by Seidlitz. **Strategy's Expected Result/Impact:** Teacher implementation of sheltered instruction strategies in every lesson to increase students' content knowledge and language acquisition in Reading. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist **Funding Sources:** Seidlitz Company to provide full day of Sheltered Instruction professional development. - Title One School-wide - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: DDI PLC meetings will be held before each new unit. **Strategy's Expected Result/Impact:** Through the teacher's completion of the SCA exemplar, a Know-Show will be created which will help teachers refine the content and rigor of their instruction. Formative assessments will be used planned through exit tickets. **Staff Responsible for Monitoring:** Principal, AP, Dual Language Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Hold weekly DDI PLC Meetings and desegregate data to drive instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** Teachers will gain knowledge about their student's performance, and areas of need, and all students will receive differentiated instruction to help them grow. **Staff Responsible for Monitoring:** Administrators and Dual Language Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 3rd through 6th-grade teachers will receive Lead4ward training. **Strategy's Expected Result/Impact:** Teachers will be able to use the lead4ward tools and resources in instructional planning, enhance activities with the Instructional Strategies Playlist establish instructional routines for all students, discover ways to expand student thinking, move instructional planning to action, and connect learning to student success, including STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** lead4ward Professional Development - Title One School-wide - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Cameron will purchase Think Up Reading supplemental materials for 3rd grade for guided reading small group differentiated instruction and STAAR 2.0 preparation. **Strategy's Expected Result/Impact:** Teachers will be equipped to provide scaffolded instruction that is aligned to the TEKS and modeled after STAAR 2.0 **Staff Responsible for Monitoring:** Administrators **Funding Sources:** ThinkUp Math Resources - Title One School-wide - $15,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: Cameron will have 100% participation in the Fall and Spring Panorama student survey.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Class attendance rosters will be created to keep track of absences on the days when the survey is completed in the Fall and the Spring. **Strategy's Expected Result/Impact:** By keeping track of absences during the Fall and Spring surveys, we can make sure that we have students who were absent have time to complete the survey during the window. **Staff Responsible for Monitoring:** Assistant Principal, and Dual Language Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training on the proper administration of the Fall and Spring Panorama surveys. **Strategy's Expected Result/Impact:** Students will understand the importance of the survey and complete the survey in a quiet, safe, and secure environment. **Staff Responsible for Monitoring:** Assistant Principal and Dual Language Specialist				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 2: The percentage of students who believe that adults and peers in the school care about their learning as well as about them as individuals will grow from 77% to 87%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will participate in Social Emotional Learning provided by their classroom teachers every Monday using the 7Mindsets Curriculum. **Strategy's Expected Result/Impact:** Students will be knowledgeable about the 7 Mindsets by completing activities that will help them feel cared for by their teachers and peers. **Staff Responsible for Monitoring:** Principal and Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive professional development from PermiaCare called "Youth Mental Health First Aide" on two early release days: Oct. 19th and December 16th. **Strategy's Expected Result/Impact:** Teachers will have the tools and resources to be able to provide initial help, intervene in a crisis and connect with appropriate professional help.				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 3: Cameron will have 100% of 3rd-6th teachers have students use AVID binders/planners for the organization of school work.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: AVID binder checks, students using the AVID binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Training will be provided for all new staff and refreshers over the AVID strategies will be provided for all 4th-6th grade teachers. **Strategy's Expected Result/Impact:** AIVD Strategies are used in the classroom and are evident in student work. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Dual Language Specialist.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Encourage all staff members to participate in college awareness days. **Strategy's Expected Result/Impact:** Students are exposed and made aware of all the options that they have for college. **Staff Responsible for Monitoring:** Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Carver Early Education Center

2022-2023 Campus Improvement Plan

300

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: Student attendance will increase from 90% by the end of the 2022-2023 school year.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, Academic Parent Teacher Team meetings, through social media and teacher communication app. **Strategy's Expected Result/Impact:** Parents and students will understand the importance of regular school attendance. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Each classroom will utilize the Conscious Discipline job chart or similar structure to ensure that each student has a "classroom job". **Strategy's Expected Result/Impact:** Students will want to come to school everyday because they feel they are of service to others by doing their job. **Staff Responsible for Monitoring:** Classroom teachers and administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $15,000				

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: Carver will provide specific, differentiated processes, procedures and routines for all classrooms and students to remain successful 100% of the time.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Classroom Observations, Walk-throughs, Lesson Plans, PLC walk through feedback, Coaching peer and administrative

Strategy 1 Details	Reviews			
Strategy 1: PLC Learning walks conducted for Classroom Teachers 3 times a month.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will see classroom strategies in action to improve their teaching styles. **Staff Responsible for Monitoring:** Administrators and Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Feedback and support on Whole School Conscious Discipline Routines.	Formative			Summative
Strategy's Expected Result/Impact: Teachers and Instructional Aides will feel supported. Students will be successful with routines and procedures. **Staff Responsible for Monitoring:** Conscious Discipline Action Team, Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Instructional Aides will participate in monthly PLC to develop strategies to plan, practice, and model effective small group instruction. **Strategy's Expected Result/Impact:** Instructional Aides will support the Classroom Teacher in achieving student growth. **Staff Responsible for Monitoring:** Classroom Teacher and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: 88% of Pre-K 4 students will identify 20 upper case and 20 lower case letters by the end of the 2022-2023 school year.

High Priority

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: BOY and EOY CLI scores, BOY, MOY, and EOY Report Card Data, Istation Data, Small Group Data, and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre K 4 students will leave Carver with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers, Instructional Aides **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title One Instructional Continuity - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Building a strong Academic Parent Teacher Team to provide strategies, discussions for intervention, and an explanation of data to help the success of each student. **Strategy's Expected Result/Impact:** Parents and Classroom Teachers will work together to build a strong foundation for emerging readers. **Staff Responsible for Monitoring:** Administrators, and Classroom Teachers **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title One Instructional Continuity - $8,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Administrators will conduct 8 weekly documented walkthrough, observations/coaching sessions and provide effective feedback. **Strategy's Expected Result/Impact:** Classroom Instruction will improve to meet the needs of students. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

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: 90% of Pre-K 4 students will be able to rote count to 30 in the EOY CLI assessment.

High Priority

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: BOY and EOY CLI Scores, MOY and EOY Report Card Data, Weekly PLC Data Meetings, Lesson Plans and Observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will be able to successfully rote count from 1-30 or beyond. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Instructional Aides **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize the Promethean boards to provide hands-on, developmentally appropriate math activities. **Strategy's Expected Result/Impact:** Students will achieve satisfactory growth in math. **Staff Responsible for Monitoring:** Teachers and Administrator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Title One School- Improvement - $60,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All teachers will communicate counting strategies and ideas for students to work on at home. **Strategy's Expected Result/Impact:** Students will be supported at home by extending their learning. **Staff Responsible for Monitoring:** Classroom Teachers and Instructional Aides **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
Strategy 1: Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge.	Formative			Summative
Strategy's Expected Result/Impact: Staff, Parents, and Students will feel supported through Conscious Discipline Strategies. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers, Instructional Aides **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Conscious Discipline Team Support System	Formative			Summative
Strategy's Expected Result/Impact: Staff will feel supported by trained Team Members. **Staff Responsible for Monitoring:** Administrators and Conscious Discipline Team **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent Conscious Discipline Training **Strategy's Expected Result/Impact:** Parents will understand how to expand the Conscious Discipline Strategies at home. **Staff Responsible for Monitoring:** Conscious Discipline Team, Classroom Teachers, Instructional Aides **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Classroom teachers, administrators will participate in Conscious Discipline coaching. **Strategy's Expected Result/Impact:** Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma. **Staff Responsible for Monitoring:** Administrator and Conscious Discipline Team **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title One School-wide - $6,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students. **Strategy's Expected Result/Impact:** Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors. **Staff Responsible for Monitoring:** Administrator, Secretary **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $55,000				

No Progress Accomplished Continue/Modify Discontinue

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 2: 100% of Carver families will participate in Parent and Family Engagement opportunities and projects to increase school and home connections.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. **Strategy's Expected Result/Impact:** Parents will feel supported and empowered to work with their children at home. **Staff Responsible for Monitoring:** Teachers and Administrator **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title One School-wide - $1,532				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Carver will foster a more collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade. **Strategy's Expected Result/Impact:** Positive image of Carver Early Education Center and higher level of parent engagement. **Staff Responsible for Monitoring:** Teachers and Administrators **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Ector County Independent School District

Crockett Middle School

2022-2023 Campus Improvement Plan



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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: The percentage of students meeting or exceeding MAP Reading projected growth will increase from 45% to 55% for the 2022-23 school year.

High Priority

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: MAP testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be continue to be trained in the PLC/DDI process and protocols. **Strategy's Expected Result/Impact:** Crockett will meet the 55% or higher goal in MAP reading. **Staff Responsible for Monitoring:** teachers administration instructional coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use Aggressive Monitoring in their classroom. They will be re-trained and will use the process for effective monitoring. **Strategy's Expected Result/Impact:** Students will grow and meet or exceed their expected growth. School goal is to have at least 55% or more at that level **Staff Responsible for Monitoring:** administration instructional coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use the balanced literacy model in the 90 minute block. They will pull for small group intervention 3 times a week. The teachers will follow the district framework. **Strategy's Expected Result/Impact:** The students will show growth and they will meet or exceed expected growth in MAP. **Staff Responsible for Monitoring:** administration instructional coach **ESF Levers:** Lever 5: Effective Instruction				

 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: The percentage of students meeting or exceeding MAP projected growth in Math will increase from 60% to 70% for the 2022-23 school year.

High Priority

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: MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be continue to be trained in the PLC/DDI process and protocols. **Strategy's Expected Result/Impact:** Crockett will meet the 70% or higher goal in MAP Math at the end of the year **Staff Responsible for Monitoring:** administration teachers instructional coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use Aggressive Monitoring in their classroom. They will be re-trained and will use the process for effective monitoring. **Strategy's Expected Result/Impact:** Expected results will be our students will meet or exceed their expected growth and campus will meet the goal of at least 70% **Staff Responsible for Monitoring:** administration teachers instructional coach **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will ensure mastery of unit vocabulary and comprehension thru implementation of progressive level questions. **Strategy's Expected Result/Impact:** Students will meet or exceed growth progress in MAP. The goal is for the campus to be at 70% or higher in MAP. **Staff Responsible for Monitoring:** administration teacher instructional coach **ESF Levers:** Lever 5: Effective Instruction				

 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 3: The percentage of students achieving or exceeding in Reading will increase from 27% to 45% in the 2023 school year.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR
Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be continue to be trained in the PLC/DDI process and protocols.	Formative			Summative
Strategy's Expected Result/Impact: 45% of students will achieve meets or exceeds the meets STAAR progress measure in Reading by the end of school year 2023. **Staff Responsible for Monitoring:** Administration Instructional coach teachers **ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will ensure mastery of unit vocabulary and comprehension thru implementation of progressive level questions.	Formative			Summative
Strategy's Expected Result/Impact: 45% of students will achieve meets or exceeds the meets progress measure in Reading by the end of the school year 2023. **Staff Responsible for Monitoring:** Administration Teachers Instructional coach **ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use the District approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** 45% of our students will reach meet or exceeds in STAAR reading by the end of the 2023 School year. **Staff Responsible for Monitoring:** Administration teachers instructional coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 4: The percentage of students achieving or exceeding in math will increase from 39% to 55% in the 2022-2023 school year.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR
Benchmarks
Short Cycle Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be continue to be trained in the PLC/DDI process and protocols. **Strategy's Expected Result/Impact:** 55% or more of our students will meet or exceed the STAAR progress measure for the 2023 school year. **Staff Responsible for Monitoring:** Administration Teachers Instructional coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use the District approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** 55% of our students will meet or exceed the STAAR progress measure in math for the 2023 school year. **Staff Responsible for Monitoring:** Administration teachers instructional coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will ensure mastery of unit vocabulary and comprehension thru implementation of progressive level questions. **Strategy's Expected Result/Impact:** 55% of our students will meet or exceed the STAAR progress measure for the 2023 school year. **Staff Responsible for Monitoring:** administration teachers instructional coach **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

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: Crockett Middle School will increase college and career readiness in order to spark interest in post-secondary opportunities. To develop instructional routines that support all students as academic learners.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: The number of students that apply to the choice schools .
AVID Excel - the number of students that grow /Exit in TELPAS
The number of successful students in Algebra 1.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All teachers will be trained in Academic Language and Literacy. **Strategy's Expected Result/Impact:** The percentage of EB students that exit the ESL program to increase **Staff Responsible for Monitoring:** administration AVID coordinator AVID Excel team instructional coach teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The AVID site team will hold after the bell/PD to go into depth on different strategies once a month. **Strategy's Expected Result/Impact:** Teachers will use these strategies to grow our students. MAP to go from 55% to 65% or higher. **Staff Responsible for Monitoring:** Administraion AVID coordinator and teachers AVID excel team instructional coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will have a communal word wall for the entire school. This will allow students to see the common language between grades. **Strategy's Expected Result/Impact:** Teachers to use the vocabulary in their classroom and for students to grow in both MAP from 45% to 55% or higher.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: Raise the connectedness indicator within Panorama from 48% to 58% for the 2023 school year.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will hold whole family nights to engage parents **Strategy's Expected Result/Impact:** Panorama results will increase to at least 58% **Staff Responsible for Monitoring:** Administration Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Positive climate resulting in less office referrals for the 2023 school year. **Strategy's Expected Result/Impact:** Percent of of referrals will decrease **Staff Responsible for Monitoring:** Administration Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

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 3: Crockett will raise the Sense of Belonging from 43% to 53% according to Panorama

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will implement a mentoring program, as well as have different after school clubs students can be part of. **Strategy's Expected Result/Impact:** The panorama results will show a growth from 43% to at least 53% in the 2023 school year. **Staff Responsible for Monitoring:** Administration teachers/staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Our students will receive SEL lessons weekly. **Strategy's Expected Result/Impact:** Panorama results will show an increase in sense of belonging from 43% to at least 53% **Staff Responsible for Monitoring:** Administration Staff **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Cavazos Elementary

2022-2023 Campus Improvement Plan



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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: By May 2023 53% of students will meet or exceed the STAAR Reading progress measure, specifically SPED, ELLs, Eco-Dis, and Hispanic students.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: Unit SCA assessment data, monthly Istation data, monthly running records, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 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 the end of the school year, 60% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon MATH MAP; special pops closely monitored will be SPED, ELLs, Eco-Dis, and Hispanic students.

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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 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 3: By the end of the school year, 60% student end of year RIT score will be at meets or exceeds based on individual growth projections based upon Reading MAP; special pops closely monitored will be SPED, ELLs, Eco-Dis, and Hispanic students.

High Priority

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: Unit SCA assessment data, monthly Istation data, monthly running records, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 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 4: Cavazos will provide differentiated processes for our all subpopulations to increase STAAR Math and STAAR Reading score by more than 10% in both Math & Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide differentiated coaching, modeling, and wrap around services for all teachers - instructional coach will support teachers between the hours of 7:45-10:30 am on a daily basis as reflected in our master schedule. **Strategy's Expected Result/Impact:** Improved practice and implementation of core and data-driven practices, fidelity to the core **Staff Responsible for Monitoring:** teachers, instructional coach, admin, ILT, and grade level leads **Funding Sources:** Instructional Coach - Title One School-wide - $80,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The instructional coach will run daily PLC and will participate in disaggregate data, discuss gaps, and model best practices strategies to meet the Eco-Dis, SPED, Hispanic, English Learner subpopulations. **Strategy's Expected Result/Impact:** development of high functioning team guided by data driven best practices that result in significant student growth in the areas of reading/math as measured by MAP, IStation, Imagine Math, running records, and SCA. **Staff Responsible for Monitoring:** ILT, admin, instructional coach, and grade level leads **TEA Priorities:** Improve low-performing schools **Funding Sources:** Title I Grade Level Leads - Title One School-wide - 6117 - $35,000				

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 5: Cavazos Elementary annual student attendance will increase from 90.3% in April 2022 to 95% in May 2023.

High Priority

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

Evaluation Data Sources: District/Campus Weekly Attendance Reports, Truancy Contracts, Weekly Attendance Committee Meetings data reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cavazos will incentivize and recognize students/classes weekly, monthly, quarterly/yearly and provide RTI/MTSS wrap around services to tier 2 and tier 3 students. **Strategy's Expected Result/Impact:** daily attendance increase, reduction of RTI truancy referrals **Staff Responsible for Monitoring:** AP, counselor, teachers, attendance clerk, grade level leads				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: In partnership with Community In Schools Site Coordinator and district attendance director, Cavazos will conduct home visits & provide differentiated wrap around services for tier 2 and tier 3 students/families with chronic/truant tendencies. **Strategy's Expected Result/Impact:** increase of daily attendance, reduction of truancy, expected results will be higher attendance, and students will be receiving daily instruction on a consistent basis. **Staff Responsible for Monitoring:** admin, AP, counselor, teacher, and grade level leads, CIS site coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Enhance parent engagement and involvement by effectively communicating with parents through a variety of differentiated sources: phone calls, home visits, MTSS/RTI meetings, parent conferences, notes, visits when students is absent/truant. **Strategy's Expected Result/Impact:** increase of daily attendance, reduction of truancy, expected results will be higher attendance, and students will be receiving daily instruction on a consistent basis. **Staff Responsible for Monitoring:** Admin, AP, counselor, teacher, PEIMS clerk				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Attendance committee will meet weekly to review attendance weekly trends to identify tier 2 and tier 3 students for wrap around supports and incentives. **Strategy's Expected Result/Impact:** Reduce tardies and absences and increase perfect attendance **Staff Responsible for Monitoring:** PEIMS clerk, admin, counselor, and grade level leads				

 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 6: By May 2023, Cavazos STAAR Math goal for the domain 2A value is 69, which will score the campus a C rating. In order to do this, we intend to target students that did not make growth or went backwards, specifically closely monitor SPED, ELLs, Eco-Dis, and Hispanic students.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for math and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, Imagine Math lessons passed by student, including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments and district benchmark assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 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 7: Monitors the effectiveness of team outcomes for staff and student performance.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: PLC, ILT, and committee notes, agendas, norms, goals/outcomes.
Committees: Culture and Climate, Safety Committee, CIP/SBDM, Student Activities/CHAMPS, ILT, RTI/MTSS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions. **Strategy's Expected Result/Impact:** To ensure scholars have a save school environment, to ensure teachers are implementing data-driven instruction that is student - centered. **Staff Responsible for Monitoring:** ILT, Admin, instructional coach, grade level leads, MCL **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 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 8: Implementation of student reading and math goals for MOY & EOY through individual student goal setting conferences with specific focus on MAP ELAR/SLAR and Math.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: classroom data wall, PLC data dives, 1:1 data chats, RTI referrals, tier 2 and tier 3 student data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs. **Strategy's Expected Result/Impact:** meet/exceed MOY/EOY goals on MAP and other district/state assessments **Staff Responsible for Monitoring:** ILT, IC, teachers, admin, CIP/SBDM, and grade level leads **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through monthly Data Dives and grade level planning we will be able to intentionally identify growth trends and instructional needs. **Strategy's Expected Result/Impact:** Special Populations (504,Dyslexia, SPED, EL, Homeless, Migrant, Military, and Foster) will make adequate growth and meet end of the year goals. **Staff Responsible for Monitoring:** Master Class Leaders, Grade level leads, Instructional Coach, ILT, admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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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: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 52% to 60% by the end of May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The percetnage of first grade students meeting the growth standard on Reading MAP will increase from 52% to 65% by the end of May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue

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: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 54% to 65% by the end of May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

No Progress Accomplished Continue/Modify Discontinue

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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 4: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 52% to 60% by the end of May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

No Progress Accomplished Continue/Modify Discontinue

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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 5: The percentage of third grade students achieving the meets standard on Reading STAAR will 28% to 31% by the end of May 2023.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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%, 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: Unit SCA assessment data, monthly Imagine Math lessons passed, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leadership teams will meet after each relevant relevant assessment period to disaggregate data and review data in order to make data informed decisions: After short cycle assessment for reading/language arts in English and Spanish and after the middle & end of the year for MAP assessment. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Coaching and support of teachers will be informed by short cycle assessment data, monthly Istation data by student, and monthly running records data including an analysis of student work samples & exit tickets to assess curricular rigor and the impact of instruction. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root cases as to why students may not have learned the concept, and create plans for instructional adjustments. **Strategy's Expected Result/Impact:** 70% our students will pass the short cycles assessments for reading by the end of the year, close academic gaps for special pops, and ensure that all students makes at least one grade level growth by the end of the year. **Staff Responsible for Monitoring:** Instructional leadership team, administration, master classroom teachers, grade level leaders, instructional coach, classroom teachers				

No Progress | Accomplished | Continue/Modify | Discontinue

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: Panorama data on school connectedness will increase from 67% to 70% in grades 3-5.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey, increased attendance, failure reduction rate, reduction of truancy

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of CHAMPS protocols and counselor character education lessons embedded monthly. **Strategy's Expected Result/Impact:** create a positive campus culture **Staff Responsible for Monitoring:** counselor, CHAMPS committee members, instructional leadership team, campus improvement team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will have the opportunity to engage in SEL and behavior skills through Seven Mindsets on a daily basis through their homeroom classroom. **Strategy's Expected Result/Impact:** Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness. **Staff Responsible for Monitoring:** teachers, counselor, instructional leadership team, administration, campus improvement team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Cavazos will have a school-wide approach to teach students the use of "I Messages" for conflict resolution, impulse control, and setting healthy limits with peers. **Strategy's Expected Result/Impact:** Reduction of physical altercations, bullying, and an increase of students using language to set healthy boundaries with each other. **Staff Responsible for Monitoring:** all staff, teachers, counselor, admin, CHAMPS committee **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Cavazos will implement an incentive matrix to recognize and connect student's have a deeper connection to their school and engage in their learning in meaningful ways. **Strategy's Expected Result/Impact:** Students will have a sense of belonging at Cavazos as reflected in school engagement through participation of extended learning opportunities and reflected in the Spring Panorama Survey of 69% -70% school connectedness. **Staff Responsible for Monitoring:** all staff, teachers, counselor, admin, CHAMPS committee, grade level leads, Culture/Climate Committee **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: Cavazos will grow it's AVID program for grade first through fifth for the 2022-2023 school year; 100% of 4th & 5th grade teachers will implement one AVID strategy each month for students in grades 4-5.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Full implementation of AVID strategies in grade 1st through 5th.
Student portfolios, PLCs AVID agendas/trainings, AVID strategies visibly used by all students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: First through fifth grade students will be provided AVID strategies and study habits in order to increase rigor and engagement through student ownership, accountability, and critical thinking. **Strategy's Expected Result/Impact:** First through fifth grade students will attain college and career organizational skills and critical thinking skills through their educational experience at Cavazos. **Staff Responsible for Monitoring:** AVID lead, instructional leadership team, all teachers in grade first through 5th, grade level leads, AP **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All first through fifth grade teachers will be trained through out the school year with AVID strategies and embed in their daily lesson plans. **Strategy's Expected Result/Impact:** An increase of student engagement and organizational skills will be evident practices in grades first through fifth. **Staff Responsible for Monitoring:** AVID lead, instructional leadership team, all teachers in grade first through 5th, grade level leads, AP **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: Cavazos will systematically and explicit teach and reinforce behavior expectations that promote the school's mission, vision, values, and goals.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: reduction of tier 3 referrals, counselor referrals, attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Cavazos will implement a Multi-tiered Systems of Support (MTSS)/Response to Intervention (RTI) for tier 2 and tier 3 students in the area of attendance, behavior, SEL, and academics. **Strategy's Expected Result/Impact:** attendance report, reduction of chronic absences/truancy, reduction of discipline referrals for tier 3 infractions **Staff Responsible for Monitoring:** admin, ILT, counselor, campus improvement team, CHAMPS committee, grade level leads **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The the coordination of services team, students will be able to be referred for attendance, behavior, SEL, and academic supports to develop individualized plans as a pre-RTI approach. **Strategy's Expected Result/Impact:** Students with COST individualized plans will see an increase in supports to interrupt high truancy rates, increase student sense of belonging, see an increase of academic gains, and/or reduction of discipline referrals. **Staff Responsible for Monitoring:** teachers, COST/SST Team, admin, counselor, campus improvement team **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Dowling Elementary

2022-2023 Campus Improvement Plan



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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: By May 2023, 65% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum of 2 hours weekly. **Strategy's Expected Result/Impact:** An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. **Strategy's Expected Result/Impact:** Academic gaps and individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated instruction through Imagine Math weekly. Students will complete a minimum of one lesson in K-2 and a minimum of 2 lessons in 3-5. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 2023, 60% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum of 2 hours weekly. **Strategy's Expected Result/Impact:** An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teachers, campus leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leveled Literacy Intervention / Solucciones will be used in all classrooms for students performing at the Approaches level or below, for a minimum of 30 minutes, four times weekly. **Strategy's Expected Result/Impact:** An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Reading Coach, Campus Leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Differentiated instruction through Istation will be used at least 60 minutes weekly. **Strategy's Expected Result/Impact:** An increase in MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Campus Leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 3: By May 2023, 35% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, Leadership **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 4: By May 2023, 45% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** MCLs, classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ask at least two Costa's level 3 questions daily that align with the TEKS, evident in their lesson plans and weekly walkthroughs. **Strategy's Expected Result/Impact:** All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** MCLs, classroom teachers, leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The Instructional Leadership Team will conduct focused walkthroughs to identify the GAP, meet with the teacher to name the GAP, and then coach the teacher to practice the activity or lesson before presenting it to students in the classroom. **Strategy's Expected Result/Impact:** Through focused walkthroughs and collaborative discussions between the leadership team, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** 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 5: 100% of classroom teachers will incorporate blended learning by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following: Schoology SeeSaw Online Literacy Libraries Eduphoria Brainchild Imagine Learning IStation Generation Genius Accelerated Reader Brain Pop Flocabulary Summit K12 Choice Boards Technology Stations **Strategy's Expected Result/Impact:** Increase in percent of students showing growth on EOY MAP as compared to BOY MAP in reading, math, and science. Increase of percentage of students showing growth on TELPAS. **Staff Responsible for Monitoring:** Principals Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will participate in a book study about Blended Learning in Spring 2023. **Strategy's Expected Result/Impact:** 100% of classrooms will begin to implement blended learning by May 2023 leading to increased student engagement. **Staff Responsible for Monitoring:** Administrators Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The percentage of Kindergarten students who meet their projected growth on MAP will increase from 37% to 60% by May 2023.

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: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain in-depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough				

observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores

Staff Responsible for Monitoring: Leadership

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

No Progress


Accomplished

Continue/Modify

Discontinue

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: The percentage of 1st-grade students who meet their projected growth on MAP will increase from 35% to 60% by May 2023.

High Priority

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: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum 2 hours weekly. **Strategy's Expected Result/Impact:** Student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain in-depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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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: The percentage of 2nd-grade students who meet their projected growth on MAP will increase from 68% to 75% by May 2023.

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: NWEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Differentiated instruction will be provided to all students based upon the performance of specific TEKS on the short cycle assessments and MAP results. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Grade-level teachers will complete HB 4545 Reading Academies by May 2023. **Strategy's Expected Result/Impact:** Teachers will gain in-depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 4: The percentage of 3rd-grade students who meet their projected growth on MAP will increase from 51% to 65% by May 2023.

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: NWEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade-level teachers will receive weekly training, coaching, and mentoring from the MCL and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, MCL, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Differentiated instruction will be provided to all students based on the performance of specific TEKS on SCAs. **Strategy's Expected Result/Impact:** Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, MCL, leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 5: Dowling's teacher retention percentage will increase to 70% by May 2023.

Evaluation Data Sources: Teacher retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly staff celebrations will be planned and implemented by the Sunshine Committee to recognize teacher birthdays, staff members of the month, etc.. **Strategy's Expected Result/Impact:** Teacher retention **Staff Responsible for Monitoring:** Sunshine Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The ILT will develop a list of teacher non-negotiables and expectations to define clear expectations and reduce the overlap of tasks. **Strategy's Expected Result/Impact:** Clear teacher expectations and reduced overlap in tasks **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 6: Dowling will provide strategic staffing and compensation systems during 2022-2023.

Evaluation Data Sources: Staffing models
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2022-2023. **Strategy's Expected Result/Impact:** Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** MCL funding from replacing Instructional Coach - Title One School-wide - $75,670				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Educate teachers on the TEA Teacher Incentive Allotment Plan. **Strategy's Expected Result/Impact:** Increase teacher recruitment and retention of highly effective teachers. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: 100% of classrooms will use AVID strategies across all subjects.

Evaluation Data Sources: AVID Site Team documentation
Lesson Plans
Student planners and binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID Site Team will send a weekly newsletter highlighting classroom successes using AVID strategies. **Strategy's Expected Result/Impact:** Teachers will have an increased awareness of how to implement AVID in their classrooms. **Staff Responsible for Monitoring:** AVID Site Team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will submit documentation of the use of AVID strategies in the form of pictures or other artifacts to their grade-level Site Team members at least monthly. **Strategy's Expected Result/Impact:** 100% of classrooms will use AVID strategies Documentation will be collected weekly **Staff Responsible for Monitoring:** AVID Site Team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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 2: Panorama data in School Connectedness will increase from 65% to 75% by May 2023.

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

Evaluation Data Sources: Increased Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Staff Responsible for Monitoring:** CIS Coordinator Teachers Counselor Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPS. **Strategy's Expected Result/Impact:** Panorama data for the question related to belonging at school will increase from 2022 to 2023. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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 3: Panorama Data for Self-Efficacy will increase from 57% to 67% by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem. **Strategy's Expected Result/Impact:** Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them. **Strategy's Expected Result/Impact:** Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

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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 4: The 7 Mindsets SEL curriculum will be implemented daily in 100% of classrooms.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Reduction discipline referrals, observations,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: After morning announcements, classroom teachers spend 15-20 minutes on 7 Mindset lessons with their students. **Strategy's Expected Result/Impact:** self-regulation behaviors by students, reduction of behavior referrals, increased student engagement in academic instruction **Staff Responsible for Monitoring:** Classroom teachers, campus leadership **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All classroom teachers will be trained to implement the 7 Mindsets curriculum and receive support as needed from the School Counselor. **Strategy's Expected Result/Impact:** All classroom teachers will know how to effectively implement the 7				

Mindsets **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 5: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and attendance.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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: Attendance Data
Grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets. **Strategy's Expected Result/Impact:** Psycho social barriers will be removed so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** CIS Coordinator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling teachers and administrators will track these students' attendance and academic progress each quarter and provide interventions to help remove barriers to school attendance and success. **Strategy's Expected Result/Impact:** Psycho-social barriers will be removed, so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 6: Dowling will develop a plan to increase the number of students on grade level by grade 3 to 65% by May 2023.

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: MAP Growth Assessment, Dyslexia Screener Kinder and 1st grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Dowling will strengthen the instruction in K through 2nd-grade classrooms by supporting the teachers on the instructional framework implementation, through observation/feedback coaching. **Strategy's Expected Result/Impact:** % of 3rd-grade students achieving the meets or exceeds level in both reading and math on STAAR will increase. **Staff Responsible for Monitoring:** Campus Leadership, C&I Specialists, Content Coordinators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Dowling will hold parent meetings for Kindergarten and 1st grade parents to review expectations and provide activities to reinforce learning at home. **Strategy's Expected Result/Impact:** Increased number of students meeting growth measure on MAP reading and math. Increased attendance percentages in kindergarten and first grade. **Staff Responsible for Monitoring:** K-1 Teachers CIS Coordinator Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent materials for reading and math - Title One School-wide - $1,501				

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

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 7: Dowling will plan and implement a "College and Career Month" to bring awareness of postsecondary opportunities.

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 - 2024 Goal: 63%

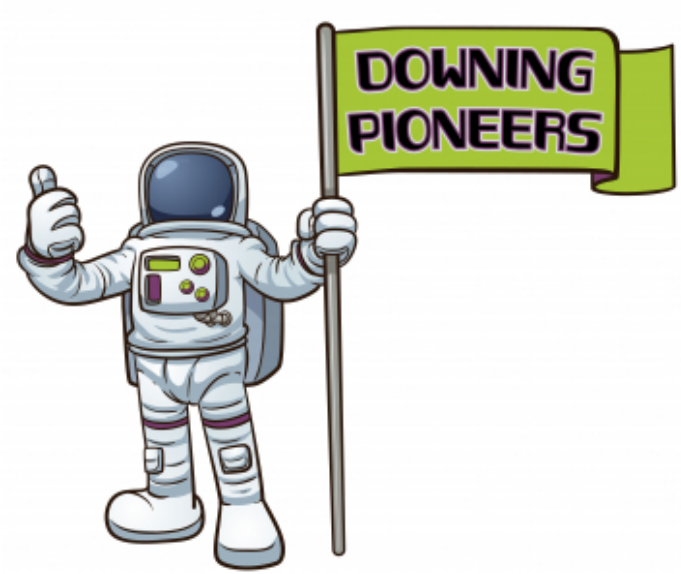
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID Committee, in cooperation with the CIS Coordinator and Counselor, will plan and implement a school-wide College and Career month in October. **Strategy's Expected Result/Impact:** Increased student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** AVID Committee CIS Coordinator Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Edward K. Downing Elementary

2022-2023 Campus Improvement Plan



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Board Goals

Board Goal 1: Goal 1: 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 areas.

Performance Objective 1: By May 2023, 45% of students, K-5th, will reach their individual RIT Growth scores in MAP Math and Reading.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP RIT scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, lead teachers, IC, MCLs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores.				

Staff Responsible for Monitoring: Admin, IC, MCLs, Lead Teachers.

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Goal 1: 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 areas.

Performance Objective 2: Downing students will show a 5% increase in MAP growth from BOY to EOY.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP BOY and EOY data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Prioritize Tier I instruction with whole group teaching. **Strategy's Expected Result/Impact:** Students will perform at a higher academic level. **Staff Responsible for Monitoring:** Admin, MCLs, IC **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Board Goal 1: Goal 1: 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 areas.

Performance Objective 3: The percentage of students achieving meets standard in grades 3-5 will increase from 48% to 58% as measured by the 2023 STAAR READING assessment.

High Priority

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%, 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: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership Team (MCLs and Lead Teachers) will meet with the campus leadership and grade level teams to align best practices and TIER 1 instruction to the TEK standard. **Strategy's Expected Result/Impact:** All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction which will be evident in classroom observations, student performance and progress **Staff Responsible for Monitoring:** ADMIN **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Goal 1: 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 areas.

Performance Objective 4: The percentage of students achieving meets standard in grades 3-5 will increase from 52% to 62% as measured by the 2023 STAAR MATH assessment

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 1: Goal 1: 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 areas.

Performance Objective 5: Parents will actively partner through attending quarterly parent engagement activities at school.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Academic family nights/ online parent survey after engagement activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus will host quarterly academic nights on campus. **Strategy's Expected Result/Impact:** Students will feel more connectedness and parents more invested in students' learning. **Staff Responsible for Monitoring:** Admin, MCLs, IC **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Title I Parent Engagement Money - Title One School-wide - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus reading and math teachers will host one night each semester (either a math or a reading night) for parent involvement. **Strategy's Expected Result/Impact:** Parent engagement and gain an understanding of how to assist their students' in reading and math. **Staff Responsible for Monitoring:** Math and Reading teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of Kindergarten students reading at or above grade level will increase from 44% to 51% by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: Walkthroughs, coaching, MCLs, IC,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, lead teachers, IC, MCLs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** RIT scores on MAP and benchmark data will increase. **Staff Responsible for Monitoring:** Admin, IC, MCLs, Lead Teachers. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of 1st grade students reading at or above grade level will increase from 28% to 35% by May 2023.

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: MAP RIT scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** RIT scores on MAP and benchmark data will increase. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of 2nd grade students reading at or above grade level will increase from 31% to 50% to by May 2023.

Evaluation Data Sources: MAP RIT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP. **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of 3rd grade students reading at or above grade level will increase from 44% to 51% by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP RIT scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** RIT scores on MAP and benchmark data will increase. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 5: The percentage of 3rd grade students reading at or above grade level will increase from 44% to 51% by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Benchmark data and STAAR Scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach as well as the District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, student performance and progress will be evident in through different data points- student discourse, teacher questioning, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase in RIT scores for MAP and STAAR EOY scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Weekly PLCs utilizing DDI Process to increase all grade level RIT and STAAR scores. **Strategy's Expected Result/Impact:** Benchmark data and STAAR Scores. **Staff Responsible for Monitoring:** Admin., MCLs, IC, Lead teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 6: District policies support the effective use of standards-aligned, high quality instructional materials and assessments.

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: Data, interim assessments, SCAs, monthly assessments (Istation), formative and summative assessments, walk-throughs, observation feedback, and PLCs.

Strategy 1 Details	Reviews			
Strategy 1: Data driven PLCs and holding tight to the district framework.	Formative			Summative
Strategy's Expected Result/Impact: DDI process will be followed in all PLCs and district frameworks followed. **Staff Responsible for Monitoring:** Administrators, MCLs, Instructional Coach, Lead Teacher **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Teacher Lead Stipend - Title One School-wide - $8,000	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers create lesson plans that follow the district framework with timestamps.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will follow the specificity in the lesson plans that follow the district framework.	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCLs will utilize the coaching cycle to help support all teachers. **Strategy's Expected Result/Impact:** Teachers will grow in their craft, as well as student achievement will increase across all grade levels. **Staff Responsible for Monitoring:** MCLs, Admin, and IC. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 7: Downing has a designated time daily for Response to Intervention.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Classroom schedules, observations, student data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use district approved intervention resources to close gaps. **Strategy's Expected Result/Impact:** Student gaps will begin to close in all subject areas. **Staff Responsible for Monitoring:** Admin., IC, MCLs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teacher will provide after school tutoring for targeted students. **Strategy's Expected Result/Impact:** Student STAAR results will increase by May 2023. **Staff Responsible for Monitoring:** Admin., IC, MCLs, classroom teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** After school tutoring - Title One School-wide - $40,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High impact tutoring for all students scoring in the approaches level or below for a minimum of 30 minutes, 4 times weekly. **Strategy's Expected Result/Impact:** Increase of student RIT scores on MAP and STAAR scores in Spring assessment. **Staff Responsible for Monitoring:** Admin, MCLs, Lead Teachers, IC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Panorama data in the area of school connectedness will increase from 71% to 80% in school data in grades 3-5.

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 - 2024 Goal: 63%

Evaluation Data Sources: SchoolStatus, parent engagement meetings, open house, family nights, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Title I funds will be utilized to assist in helping with parent engagement. **Strategy's Expected Result/Impact:** Parents will attend school functions. **Staff Responsible for Monitoring:** Admin. **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: One hundred percent of the campus 4-5th grade teachers will implement one AVID strategy each month for students in grades 4-5th for the 2022-2023 school year.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs and coaching

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Have AVID come out to do an after school training for teachers to learn to implement AVID strategies well. **Strategy's Expected Result/Impact:** Increased engagement and rigor in classrooms. **Staff Responsible for Monitoring:** Admin, MCLs, IC, Lead Teachers				

No Progress | Accomplished | Continue/Modify | Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Campus leadership and teachers will conference with all 3rd-5th grade students about performance goals and progress at least twice a year by May 2023.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Admin and teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leadership will meet with students in 3rd-5th grade students after the beginning of year and middle of year MAP assessments, before STAAR assessment to review performance/progress and set new goals. **Strategy's Expected Result/Impact:** Increased student participation, organization, performance, and accountability. **Staff Responsible for Monitoring:** Teachers and Admin. **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All 3-5th grade students will use AVID planners to track their classwork and goals. **Strategy's Expected Result/Impact:** Increased student participation, organization, performance, and accountability. **Staff Responsible for Monitoring:** Teachers and admin. **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 parent engagement activities will be prioritized for training and collaborating with parents on instruction, behavior, and SEL. **Strategy's Expected Result/Impact:** Title 1 documentation, sign in sheets, agendas, powerpoints **Staff Responsible for Monitoring:** Admin. **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: The 7 Mindsets SEL curriculum will be implemented each Monday and referenced throughout the week.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Counselor

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: After morning announcements on Mondays, classroom teachers will spend 15-20 minutes on 7 SEL Mindset lessons with their students. **Strategy's Expected Result/Impact:** Reduction discipline referrals, behavior observations, increased student engagement in instruction **Staff Responsible for Monitoring:** Counselor, Admin., Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff members and leadership will use the strategies learning during 7 Mindset lessons when conferencing with a student about misbehavior and redirect. **Strategy's Expected Result/Impact:** Change student behavior with a more positive interaction. **Staff Responsible for Monitoring:** Counselor, Admin., Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: School counselor will lead some character and SEL trainings for teachers. **Strategy's Expected Result/Impact:** Help teachers build on their SEL repertoire. **Staff Responsible for Monitoring:** Counselor and teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Panorama data in the area of Feedback and Coaching will increase from 58% to 65% for staff and 32% to 45% for teachers.

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 - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs, Coaching, PLCs, grade level meetings, panorama survey, campus climate surveys.

Ector County Independent School District

Murry Fly Elementary

2022-2023 Campus Improvement Plan

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: By May 2023, the percentage of all K-5 students meeting their projected MAP reading score will increase from 51% to 58%.

High Priority

HB3 Board Goal

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: EOY MAP Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data-driven instruction. **Strategy's Expected Result/Impact:** More effective planning and focused instructional delivery to insure all students meet their progress goals. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will conference with students monthly to set goals and chart those goals in a data folder. Data folders will go home every month for parents to review and discuss with their student. **Strategy's Expected Result/Impact:** Students aware of their goals and progress will achieve their goals. MAP reading score will increase from 51% to 58%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will work on I-station reading 2-3 times per week for a minimum of 30 minutes daily. **Strategy's Expected Result/Impact:** 58% of students will achieve their progress goal. After MAP testing, I-Station puts students on a pathway to meet their MAP progress goals. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 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 2023, the percentage of all K-5 students meeting their projected MAP math score will increase from 70% to 75%.

High Priority

HB3 Board Goal

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: EOY MAP Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** More effective planning and focused instructional delivery to insure all students meet their progress goals. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will conference with students monthly to set goals and chart those goals in a data folder. Data folders will go home every month for parents to review and discuss with their student. **Strategy's Expected Result/Impact:** Students will focus and monitor their individualized goal to ensure achievement. In result, MAP math scores will increase from 70% to 75%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will work on IStation Math or Imagine Math 2-3 times per week for a minimum of 30 minutes daily. **Strategy's Expected Result/Impact:** 75% of students will achieve their progress goal. After MAP testing, Imagine Math puts students on a pathway to meet their MAP progress goals. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 3: By May 2023, students achieving the Meets Standard in math on STAAR will increase by 10%.
3rd Grade Math meets from 27% to 37%
4th Grade Math meets from 37% to 47%
5th Grade Math meets from 46% to 56%

High Priority

HB3 Board Goal

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%, 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: 2023 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will follow the district math curriculum and scope and sequence to ensure student growth. **Strategy's Expected Result/Impact:** 3rd Grade Math meets from 27% to 37% 4th Grade Math meets from 37% to 47% 5th Grade Math meets from 46% to 56% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Murry Fly Math Teachers will incorporate Number Talks into their daily lessons to build math fluency and ensure student growth.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 3rd Grade Math meets from 27% to 37% 4th Grade Math meets from 37% to 47% 5th Grade Math meets from 46% to 56% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. Teachers will analyze unit testing data as well as MAP reports.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 3rd Grade Math meets from 27% to 37% 4th Grade Math meets from 37% to 47% 5th Grade Math meets from 46% to 56% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize Lonestar math which targets the TEKS on a daily basis.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Murry Fly will have qualified teacher leads that will 1. Help coordinate grade level PLC agendas 2. Plan and lead Knows/Shows & create exemplars for weekly DDI PLC I meeting 3. Plan and lead DDI PLC II meetings after the SCA's 4. Ensure grade level team schedules include reteach/reassess on calendar 5. Maintain a log of attendance and agendas of weekly meetings in SchoolMint Grow 6. Assist teachers with the development and the use of the school-wide instructional priorities and strategies to improve instruction and serve as a resource person for accessing C&I resources in Schoology 7. Plan & coordinate activities with vertical team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units. **Strategy's Expected Result/Impact:** 3rd Grade Math meets from 27% to 37% 4th Grade Math meets from 37% to 47% 5th Grade Math meets from 46% to 56% **Staff Responsible for Monitoring:** MCLs and Campus Administrators **Funding Sources:** - Title One School-wide - $24,500				

 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 4: By May 2023, students achieving the Meets Standard in reading on STAAR will increase by 10%.
3rd Grade Reading meets from 26% to 36%
4th Grade Reading meets from 42% to 52%
5th Grade Reading meets from 44% to 54%

High Priority

HB3 Board Goal

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%, 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: 2023 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Murry Fly will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 4th Grade Reading meets from 42% to 52% 5th Grade Reading meets from 44% to 54% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly Math Teachers will conduct fluency checks and guided reading groups into their daily lessons to build reading fluency and comprehension to ensure student growth. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 4th Grade Reading meets from 42% to 52% 5th Grade Reading meets from 44% to 54% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. Teachers will analyze unit testing data as well as MAP reports. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 4th Grade Reading meets from 42% to 52% 5th Grade Reading meets from 44% to 54% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By May 2023, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 44% to 56%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: EOY MAP test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** MAP reading score will increase from 44% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 44% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 44% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By May 2023, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 48% to 58%.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** MAP reading score will increase from 48% to 58%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 48% to 58%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

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: By May 2023, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 35% to 56%.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** MAP reading score will increase from 35% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 35% to 56%. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: By May 2023, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 52% to 62%.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** MAP reading score will increase from 52% to 62% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** MAP reading score will increase from 52% to 62% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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 5: By May 2023, the percentage of 3rd-grade students scoring Meets and Masters on the STAAR test will increase by 10% points in Reading.
3rd Grade Reading meets from 26% to 36%
3rd Grade Reading masters from 16% to 26%

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: EOY STAAR Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will participate in weekly PLCs. These PLCs will include data analysis and strategies for data driven instruction. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 3rd Grade Reading masters from 16% to 26% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Utilization of and guided Math and Reading. LLI kits will be utilized for literacy intervention. **Strategy's Expected Result/Impact:** 3rd Grade Reading meets from 26% to 36% 3rd Grade Reading masters from 16% to 26% **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will employ a dyslexia teacher to implement the Take Flight Program. **Strategy's Expected Result/Impact:** Increased reading fluency and better reading scores. **Staff Responsible for Monitoring:** Campus administration/Dyslexia Teacher **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $75,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Supplemental resources such as Forde and Ferrier, Mentoring Minds, Step up to the TEKS, and STAAR READY will be utilized for both classroom and small group targeted interventions in 2nd-5th grade. **Strategy's Expected Result/Impact:** Progressively increasing test scores in short cycle assessments and benchmark tests. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: An after-school tutoring program will be implemented in order to move students from approaches to meets grade level. **Strategy's Expected Result/Impact:** Students will demonstrate a 36% Meets rate on the 2023 STAAR Reading Test. **Staff Responsible for Monitoring:** Campus administration/Small group tutors **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: School-wide Panorama data in the area of student School Connectedness will increase from 74%-80%.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each classroom teacher will incorporate daily SEL using the 7 Mindsets. Classroom discussions and activities will be conducted daily to build rapport and increase positive mindsets for students and staff. **Strategy's Expected Result/Impact:** School Connectedness will increase from 74%-80% **Staff Responsible for Monitoring:** Classroom teachers, aides, counselor, administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Student and parent engagement and activities will increase. Activities such as parent nights, student involvement, and student/teacher monthly recognition will be implemented monthly **Strategy's Expected Result/Impact:** School Connectedness will increase from 74%-80% **Staff Responsible for Monitoring:** Classroom teachers, aides, counselor, administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 2: School-wide Panorama data in the area of student Supportive relationships will increase from 90%-92%.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Reduced student referrals
increased attendance
increased student engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classroom teachers will schedule a designated time to implement 5-10 minutes of the 7 Mindsets. Resources will be provided by the counselor as well as walk-throughs. **Strategy's Expected Result/Impact:** implement The 7 Mindsets SEL curriculum daily. **Staff Responsible for Monitoring:** Classroom teachers and counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Evidence that 7 Mindsets will be posted throughout the school such as displaying student activities and journals. **Strategy's Expected Result/Impact:** implement The 7 Mindsets SEL curriculum daily. **Staff Responsible for Monitoring:** Classroom teachers and counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will employ a part-time SAS counselor to address students' social-emotional learning needs. **Strategy's Expected Result/Impact:** Increased student engagement and attendance. **Staff Responsible for Monitoring:** Campus administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Murry Fly will house a full time social worker from Communities in Schools The social worker will work with at risk students and their families to address attendance and academic issues. The social worker will also help with basic necessities, such as food, clothing, and hygiene products. **Strategy's Expected Result/Impact:** Increase attendance/ increased academic achievement/ increased sense of belonging **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: 100% of students will be prepared for college coursework through the implementation of AVID strategies in 4th-5th grade.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Planners
interactive notebooks
lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All 4th-5th grade students will take home communication planners every day. Students will use interactive notebooks in their ELAR and Math classes. **Strategy's Expected Result/Impact:** Students will increase their organizational and note taking skills. **Staff Responsible for Monitoring:** Teachers, MCLs, leadership team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Encourage all staff members to participate in college awareness days by discussing the importance of post-secondary education. **Strategy's Expected Result/Impact:** Students are exposed to the importance of and made aware of all the options that they have for their post-secondary education. **Staff Responsible for Monitoring:** Leadership team **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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 4: Fly student attendance rate will increase from 91% to 94.7% by May 2023.

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

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. **Strategy's Expected Result/Impact:** Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/campus administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Murry Fly will have attendance incentives per grade level. The campus will have good attendance prizes every 9 weeks to promote good attendance. **Strategy's Expected Result/Impact:** Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/campus administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Murry Fly will focus on contacting parents to discuss absenteeism and find solutions to improve student attendance. **Strategy's Expected Result/Impact:** Improved rate of attendance **Staff Responsible for Monitoring:** Counselor/attendance clerk/teacher/campus administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Goliad Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: C



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: 45% of 3rd-5th grade students will achieve the meets standard in Reading on STAAR 2023.
3rd Grade Reading 25% to 45%
4th Grade Reading 12% to 45%
5th Grade Reading 33% to 45%

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP assessments
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be provided with high quality Tier I instruction and targeted small group instruction. **Strategy's Expected Result/Impact:** Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75% **Staff Responsible for Monitoring:** Admin and teachers - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Funding Sources:** Curriculum Associates Resources - Title One School- Improvement - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will effectively implement Accelerated Reader for grades K-5th grade to increase high-quality reading practice that fuels academic growth. **Strategy's Expected Result/Impact:** Students meet projected grade level norms on NWEA MAP reading for the 23 school year. **Staff Responsible for Monitoring:** Teachers Admin Library Clerk **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Renaissance/Accelerated Reader - Title One School- Improvement - $9,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title I Certified Part-time tutor and Dyslexia teacher will provide intense, targeted reading small group instruction to meet student academic needs for 504 and other student populations. **Strategy's Expected Result/Impact:** Monitor student progress monthly. Improve student growth based on Istation and MAP. **Staff Responsible for Monitoring:** 3rd Grade Teachers Leadership MCL **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Goliad will utilize the DDI process consistently and effectively to improve planning, lesson delivery, and student achievement. 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. **Strategy's Expected Result/Impact:** 45% of 3-5th grade students will achieve the meets standard in Reading on STAAR 2023. **Staff Responsible for Monitoring:** Leadership and Teachers Title I Tutor **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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: Students achieving the Meets Standard on state assessments in Math will increase to at least 45% in each tested grade level by May 2023.
3rd Grade Math from 20% to 45%
4th Grade Math from 19% to 45%
5th Grade Math from 30% to 45%

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: STAAR
MAP
SCAS
Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The DDI model/process will be followed and implemented with fidelity during weekly PLCs. Know Shows and Exemplars will be created, analyzed and revisited to ensure rigor in questioning and student work is evident in lesson plans. **Strategy's Expected Result/Impact:** MCLS Teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will be provided with high quality Tier I instruction and targeted small group instruction. **Strategy's Expected Result/Impact:** Students will meet expected RIT Growth. **Staff Responsible for Monitoring:** Teachers & Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide intervention for identified students: Do the Math will be provided for students who are not making progress on MAP and Istation Math. **Strategy's Expected Result/Impact:** MAP Growth Istation Math Growth **Staff Responsible for Monitoring:** MCLS TEACHERS LEADERSHIP **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 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 3: 70% of students in K-5th will meet or exceed individual reading growth projections based on MAP by May 2023.
55%-70%

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP assessment progress and data results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide students with effective Tier I instruction and targeted intervention that is relevant and appropriate for diverse learners in the classroom setting. **Strategy's Expected Result/Impact:** Improvement in student growth in all grades and subjects. **Staff Responsible for Monitoring:** MCLS Grade Level Teams, Dyslexia Teacher Tutor Administrators - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Curriculum & Associates and Sirius Resources - Title One School- Improvement - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Title I Certified Part-time tutor, Dyslexia teacher, and a Title I Instructional Aide will provide intense, targeted reading small group instruction to meet student academic needs for 504 and other student populations. **Strategy's Expected Result/Impact:** Monitor student progress monthly. Improve student growth based on Istation and MAP. **Staff Responsible for Monitoring:** Admin, teachers, certified Title I tutor, and dyslexia teacher and counselor **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Dyslexia teacher - Title One School-wide, Certified Part-time Tutor Title I - Title One School- Improvement - $24,000, Title I Instructional Aide - Title One School- Improvement - $24,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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. **Strategy's Expected Result/Impact:** Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75% Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58% Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51% 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% **Staff Responsible for Monitoring:** Leadership Team Lead Teachers MCLs **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Opportunity Culture MCLS - Title One School-wide - $70,000, Team Lead Stipends - Title One School- Improvement - $16,000, Professional Development Curriculum Associates, Renaissance, Get Your Teach On, Parenting Partners - Title One School- Improvement - $25,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Goliad will utilize the DDI process consistently and effectively to improve planning, lesson delivery, and student achievement. **Strategy's Expected Result/Impact:** Weekly PLC agendas, minutes, walk-through feedback, DDI, assessment progress and data results **Staff Responsible for Monitoring:** Leadership Team MCLS MTRT **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 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 4: 70% of students in K-5th will meet or exceed individual Math growth projections based on MAP by May 2023.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Math MAP assessment progress and data results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards. Use data driven instruction processes and provide targeted instruction consistently and effectively. **Strategy's Expected Result/Impact:** Improve student growth measured by MAP BOY, MOY and EOY **Staff Responsible for Monitoring:** Teachers and leadership Team **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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. Additional resources such as Curriculum Associates and Sirius materials will be used to provide additional targeted math intervention. **Strategy's Expected Result/Impact:** Improve student growth measured by MAP BOY, MOY and EOY **Staff Responsible for Monitoring:** Administrators, Teachers, MCLS **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Istation Math will be piloted this school year in order to provide specialized learning paths for each student which will improve learning outcomes. **Strategy's Expected Result/Impact:** 70% will meet project MAP RIT. 45% will achieve MEETS on STAAR in 3-5th. **Staff Responsible for Monitoring:** Leadership Teachers **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will effectively utilize Do the Math Resources to provide targeted small group instruction. **Strategy's Expected Result/Impact:** 70% will meet project Math MAP RIT. **Staff Responsible for Monitoring:** Teachers Leadership **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 5: Goliad's annual student attendance will increase from 89% in 2022 to 94.7% in 2023.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Weekly Attendance Reports
Eduphoria documentation completed by required staff member
Contracts up to date

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Required expectation of student attendance outlined in district policy will be communicated to parents during parent meetings and conferences. **Strategy's Expected Result/Impact:** Goliad weekly attendance report will be reviewed by AP and clerk. Staff will follow necessary steps and documentation to improve attendance. **Staff Responsible for Monitoring:** Principal AP Clerk Teachers - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Staff training on procedures for attendance documentation in Eduphoria and attendance committee will review every 3 weeks.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Attendance committee will review and make appropriate contacts to improve student attendance. Intervention pieces will be placed and monitored. **Staff Responsible for Monitoring:** Administrators Clerk Teachers Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Goliad will utilize platform Kinvo and School Status to communicate student attendance with parents.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Improve student attendance each week. **Staff Responsible for Monitoring:** Administrators Clerk Teachers Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Goliad will provide incentives for perfect attendance goals met monthly to improve attendance to 93%.	Formative			Summative
Strategy's Expected Result/Impact: Improve student attendance to be at or above state average. **Staff Responsible for Monitoring:** Administrators, teachers, clerk and counselor.	Oct	Jan	Mar	May

- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Funding Sources: Incentives - Local

 No Progress  Accomplished  Continue/Modify  Discontinue

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: 3rd grade students reading meets level will increase from 25% percent to 35% as measured by the 2023 STAAR assessment.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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, district benchmarks, 2022 STAAR, MAP assessment, reteach assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level from 33 to 45% **Staff Responsible for Monitoring:** Teachers and leadership team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards. Do the Math will be used for targeted intervention. **Strategy's Expected Result/Impact:** Increase meets from 33 to 45 percent. **Staff Responsible for Monitoring:** Teachers and leadership team **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: By the end of the 2023 school year, 70% of Kindergarten students will meet their projected reading RIT growth standard on NWEA MAP assessment.
2022 32%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP
Istation
SCAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** Effective planning, instruction delivery, and assessment alignment. Improved growth on MAP to 70%. **Staff Responsible for Monitoring:** Teachers and Leadership Team Tutor **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** ROI reports on Istation measure progress MAP BOY/MOY/EOY **Staff Responsible for Monitoring:** MCLS teachers Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By the end of the 2023 school year, 70% of first grade students will meet their projected reading RIT growth standard on NWEA MAP assessment.
2022 59%

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Team Leads Admin Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** MCLS Leadership Teachers Title I tutor **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: By the end of the 2023 school year, 70% of second grade students will meet their projected RIT growth standard on Reading NWEA MAP assessment.
2022 44%

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP
Istation
SCAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers Team Leads Leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 5: By the end of the 2023 school year, 70% of third grade students will meet their projected RIT growth standard on Reading NWEA MAP assessment.
2022 61%

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP
Istation
SCAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student academic growth as evidenced in Istation monthly tests and MAP assessments 3 times a year. Target 70% growth **Staff Responsible for Monitoring:** MCLs Leadership Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Title I tutor will provide additional targeted support. **Strategy's Expected Result/Impact:** 71% MAP Reading Growth **Staff Responsible for Monitoring:** Title I Tutor **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 6: By the end of the 22-2023 school year, 70% of PK students will demonstrate growth on Circle assessment.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: Circle Assessment, formal and informal assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will monitor student progress, use data driven instruction processes and provide targeted intervention when needed. **Strategy's Expected Result/Impact:** Increase number of students achieving Meets/on grade level **Staff Responsible for Monitoring:** Teachers and Leadership Team **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: PK teachers will implement Conscious Discipline to meet student needs. **Strategy's Expected Result/Impact:** Improved student academic and social behaviors. **Staff Responsible for Monitoring:** PK Teachers, Counselor Administrators **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 7: The campus teacher retention rate will increase from 51% in 2022 to 75% in 2023

Evaluation Data Sources: walk-throughs, data, surveys
TTESS
Opportunity culture

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Coaching will be implemented by instructional leaders through the use of observation and coaching in order to identify areas of instructional need and teacher growth. **Strategy's Expected Result/Impact:** Grow highly effective teachers that result in student performance Support teacher growth **Staff Responsible for Monitoring:** Leadership team **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Team Leads in Kinder-2nd will improve a team of teachers' abilities to effectively plan for and deliver high-quality instruction in pursuit of better outcomes for students **Strategy's Expected Result/Impact:** Overall growth in MAP reading and math. 70% **Staff Responsible for Monitoring:** Team Leads, Leadership Grade Level Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. **Strategy's Expected Result/Impact:** Improve staff retention Panorama Survey results improve Target 85% Staff Belonging **Staff Responsible for Monitoring:** Administrators Counselor **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 8: Goliad will provide 5 workshops to engage families in student data conferences.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Title I Meetings, conferences, workshops, agendas, surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Goliad will conduct at least 2 curriculum nights for Goliad Families. **Strategy's Expected Result/Impact:** Increase parent engagement, student academic growth and attendance. **Staff Responsible for Monitoring:** Administrators, Office Staff & Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Parenting Partners Resources - Title One School- Improvement - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will provide at least 4 Parenting Partners Workshops. **Title I:** 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parenting Partners Workshop training/materials - Title One School- Improvement				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: Panorama data in the area of School Connectedness will increase from 78%-83% in grades 3-5 by the end of the 2023 school year.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey- Improve School Connectedness-Survey
7 Mindsets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL/7mindset research and practice and implement daily for 10-15 minutes. **Strategy's Expected Result/Impact:** Improve self regulation behaviors Increased attendance staff and students. Increase results in Panorama Survey **Staff Responsible for Monitoring:** Counselor Admin **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: School counselor will conduct SEL lesson in classrooms twice a month. **Strategy's Expected Result/Impact:** Students will apply SEL strategies to help self-regulate their emotions. Increased results on student and staff well-being and supports on the Panorama survey. **Staff Responsible for Monitoring:** Counselor Admin Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: 100% of Goliad Elementary teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2022-23 school year.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Lesson Plan,
Walkthroughs
PLCs

Strategy 1 Details	Reviews			
Strategy 1: AVID coordinator will model and share at least one AVID strategy during PLCS once a month.	Formative			Summative
Strategy's Expected Result/Impact: Improves student achievement and growth. Improve student organization. **Staff Responsible for Monitoring:** 3rd-5th teachers Administrators Counselor **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades 3rd-5th will implement AVID planners effectively.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance Increase Student outcomes socially, emotionally, and academically.	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Counselor and teachers

Title I:
2.5
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: 100% of students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and decrease dropout rates.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Attendance
MAP data
STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Communities in Schools Rep (CIS) and school counselor will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets. **Strategy's Expected Result/Impact:** Barriers will be removed so student attendance will be expected to increase to campus goal. **Staff Responsible for Monitoring:** CIS Rep Counselor Admin **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Targeted small group intervention will be provided to students identified OSP/MV. **Strategy's Expected Result/Impact:** Improve attendance to school goal of 94% and student growth measures improves to 70% based on MAP growth. **Staff Responsible for Monitoring:** Title I tutor Admin Teachers **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: 100% of Goliad Elementary's Staff will provide a safe and supportive learning environment by providing all staff with relevant training on district-wide policies and procedures.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Relay school culture plans rubric, student data in Eduphoria, and PEIMS data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will complete all required ethics, safe schools training, trauma, sexual harassment training and other district required training. **Strategy's Expected Result/Impact:** A safe and supportive environment. **Staff Responsible for Monitoring:** Principals and Leadership Team Classroom Teachers and Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Goliad will establish school wide systems, routines and expectations through the use of Relay, Conscious Discipline, CHAMPS, and AVID strategies. **Strategy's Expected Result/Impact:** Provide a safe and supportive environment for staff and teachers. **Staff Responsible for Monitoring:** Staff **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-5 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** Students will develop social emotional skills and learn how to self-regulate their emotions. Teachers will develop strategies to reinforce in the classroom. **Staff Responsible for Monitoring:** Administrators Counselor Classroom Teachers and aides **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselor will provide guidance lessons twice a month and implement programs to include bullying prevention at least twice a year. **Strategy's Expected Result/Impact:** Preventive measure established and implemented to prevent bullying. Students will know how to find help from an adult if they are being bullied. **Staff Responsible for Monitoring:** Administrators, Classroom Teachers and Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. **Strategy's Expected Result/Impact:** Administrators and counselor will train staff on suicide prevention response procedures. All staff will take immediate action when a situation arises. **Staff Responsible for Monitoring:** All Staff Administrators SAS Counselor and School Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Goliad will provide training on all safety drills for staff and practice with students. **Strategy's Expected Result/Impact:** Drills/calendar Feedback Safe and supportive learning environment Panorama Survey **Staff Responsible for Monitoring:** Administrators Counselor Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Gonzales Elementary

2022-2023 Campus Improvement Plan

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: By May 2023, 70% of K-5th students will reach their individual RIT Growth scores in MAP Math.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales staff will conduct PLCs using the DDI process to disaggregate MAP data after each administration. **Strategy's Expected Result/Impact:** Over 50% of our Kindergarten students will meet their growth goal for the year. **Staff Responsible for Monitoring:** Teachers, Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Online tutoring (1 hour weekly) will be given to 3rd - 5th grade students who are performing below grade level. **Strategy's Expected Result/Impact:** MAP growth, higher number of students reaching projected growth goal **Staff Responsible for Monitoring:** Teachers, Leadership team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent Engagement committee will plan academic nights focused on engaging families in math activities and training parents as to the importance of TEKS and student performance. **Strategy's Expected Result/Impact:** Parents will have a heightened awareness of math expectations and student data. **Staff Responsible for Monitoring:** Parent engagement team, leadership				

 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 2023, 70% of K-5th students will reach their individual RIT Growth scores in MAP Reading.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA BOY, MOY, EOY reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales will implement a schedule for grade levels to dedicate to LLI instruction for students performing below grade level. **Strategy's Expected Result/Impact:** MAP growth, increased number of students reaching projected growth goals. **Staff Responsible for Monitoring:** Teachers, leadership				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will receive training in order to implement appropriate groping practices using Istation and MAP Data. After initial training, teachers will review data monthly and make changes to small groups as needed. **Strategy's Expected Result/Impact:** Students will received focused instruction during small group reading **Staff Responsible for Monitoring:** Teachers, leadership **Funding Sources:** Stipends to give teachers for Saturday PD - Title One School-wide - $5,800				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Parent engagement committee will plan academic nights for families with a focus on literacy slow and building awareness of ELAR TEKS and student progress. **Strategy's Expected Result/Impact:** Parents will gain a Heightened awareness of literacy expectations for students. **Staff Responsible for Monitoring:** Parent engagement committee, teachers, leadership **Funding Sources:** Supplies for academic night r - Title One School-wide - $750				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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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, 55% of students in 3rd - 5th grade will reach STAAR Meets/maters in Math.

High Priority

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%, 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: STAAR DATA at EOY
Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: PLC meetings will be conducted using the DDI process with fidelity. Emphasis will be placed on creating Meaningful reteach opportunities based on student performance of SCAs. **Strategy's Expected Result/Impact:** Teachers will be able to enhance their lesson delivery through planning and practice. **Staff Responsible for Monitoring:** Teachers, leadership team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus curriculum coach will support departmentalized math teachers in grades 3 through 5 and using district resources and planning using district math framework. **Strategy's Expected Result/Impact:** Leadership team will be able to build capacity and our instructional staff. **Staff Responsible for Monitoring:** Instructional coach, administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Online tutoring service will be provided to students who are performing below grade level on MAP assessment. **Strategy's Expected Result/Impact:** Students will receive targeted instruction and show progress on targeted TEKS **Staff Responsible for Monitoring:** Teachers, instructional coach, administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A part time tutor will be hired to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. **Strategy's Expected Result/Impact:** With focused intervention, students receiving tutoring will gain progress in STAAR performance. **Staff Responsible for Monitoring:** Leadership				

 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 4: By May 2023, 55% of students in 3rd - 5th grade will reach STAAR Meets/maters in Reading.

High Priority

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%, 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: STAAR DATA at EOY
Monitor MAP and Istation, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: . Online tutoring will be provided to students who are performing below grade level. Tutoring will be offered to provide small group instruction to selected students needing targeted intervention from 3rd - 5th grade. **Strategy's Expected Result/Impact:** With focused intervention, students receiving tutoring will gain progress in STAAR performance. **Staff Responsible for Monitoring:** Leadership **Funding Sources:** Tutoring pay - Title One School-wide - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Staff will Engage in the DDI process during PLC meetings weekly. Focus will be placed on creating high-quality tier 1 instruction. **Strategy's Expected Result/Impact:** Teachers will be able to effectively plan for instruction. **Staff Responsible for Monitoring:** Teachers, instructional coach, administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Gonzales will implement a schedule for grade levels to dedicate to LLI instruction for students performing below grade level. We will utilize all available staff members to pull small groups for LLI instruction. **Strategy's Expected Result/Impact:** MAP growth, increased number of students reaching projected growth goals. **Staff Responsible for Monitoring:** Teachers, leadership				

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

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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 5: Gonzales Elementary's attendance will increase from 90.6% to 93% in 2023.

High Priority

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

Evaluation Data Sources: Daily attendance reports from Kinvo and School Status

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Gonzales will create an attendance team to promote good attendance and plan incentives for recognition. **Strategy's Expected Result/Impact:** Students will be motivated to attend school regularly. **Staff Responsible for Monitoring:** Attendance team members, leadership **Funding Sources:** Student incentives - Title One School-wide				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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: By EOY MAP assessment, 50% of Kindergarten students will meet or exceed their projected growth goals.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) 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. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By EOY MAP assessment, 50% of 1st grade students will meet or exceed their projected growth goals.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) 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. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By EOY MAP assessment, 50% of 2nd grade students will meet or exceed their projected growth goals.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) 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. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: By EOY MAP assessment, 50% of 3rd grade students will meet or exceed their projected growth goals.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP reports, Istation Growth, SCA data, Campus Based Assessment Data, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) 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. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 5: 50% or greater of our 3rd Grade students will perform at the Meets Level on STAAR 2023.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR data, SCA, Istation Growth, MAP Growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Leadership team (Instructional coach and Administrators) 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. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver lessons effectively. **Staff Responsible for Monitoring:** Leadership Team, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress and growth in MAP and ISTATION **Staff Responsible for Monitoring:** Teachers, leadership team				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Staff will take measures to build relationships with students and families through consistent communication and goal setting.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Student data folders, SchoolStatus reports, parent conference agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will conduct individual goal setting meetings with each student to establish academic goals and establish a data folder with that student. **Strategy's Expected Result/Impact:** Through initial goal setting and regular feedback and monitoring, teachers will empower students to understand their areas of weakness and celebrate their successes while building trust and rapport with each other. **Staff Responsible for Monitoring:** Classroom teachers, Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will communicate with families through 2 formal conferences and regular two way communication throughout the 2022-2023 school year. **Strategy's Expected Result/Impact:** By making the commitment to regular communication and planning for productive formal conferences, teachers can build trust and rapport with parents. In turn, support for the campus will grow. **Staff Responsible for Monitoring:** Teachers, Leadership Team				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 2: Gonzales Students will have opportunity to serve as student ambassadors through our Self-Manager Program.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Self Manager student applications and interview notes, activity logs, student data folders.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students in 3rd - 5th grade will be allowed to apply for a Self-Manager status through a rigorous screening and interview process. **Strategy's Expected Result/Impact:** Students who are successful Self-Managers will gain an understanding of the requirements needed to maintain their status through high accountability. They must maintain good attendance, grades, volunteerism, and peer modeling. These students will serve as role models and influencers for the student body. **Staff Responsible for Monitoring:** School Counselor, Leadership Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Self-Managers will be utilized as hosts and planners for parent engagement events. **Strategy's Expected Result/Impact:** Students will benefit from serving as hosts and be able to practice appropriate communication and customer service skills. **Staff Responsible for Monitoring:** School Counselor, Leadership Team				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 3: Gonzales 3rd - 5th Grade students will use AVID strategies during lessons at a minimum of 3 times weekly.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Teacher lesson plans, student work examples, AVID data collection

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be provided with daily planners to use for day to day classwork and school to home communication. **Strategy's Expected Result/Impact:** Students will gain an understanding of planning and organizational skills. **Staff Responsible for Monitoring:** Teachers, AVID site coordinator, Leadership Team **Funding Sources:** Planners - Title One School-wide				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Hays Magnet Academic Academy

2022-2023 Campus Improvement Plan



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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: Hays STEAM Academy will increase from 32% to 45% meets or above on the 2023 Reading STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: STAAR data; progress monitoring via SCA's and benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation based on student data. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level. **Staff Responsible for Monitoring:** Teachers, IC, Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Quality professional development will be provided to teachers via AVID and Blended Learning provided by AVID and CA Group. **Strategy's Expected Result/Impact:** Improve teacher performance resulting in improved scholar performance. **Staff Responsible for Monitoring:** Teachers, IC, Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				484

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will utilize Blended Learning Choice Boards that will differentiate instruction on every level. **Strategy's Expected Result/Impact:** Increase in student growth **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: Hays STEAM Academy will increase achievement from 35% to 47% meets or above on the 2023 Math STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: STAAR data; progress monitoring via SCA's and benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation based on student data. **Strategy's Expected Result/Impact:** Increase in the number of scholars performing at or above the meets level. **Staff Responsible for Monitoring:** Teachers, IC, Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Hays STEAM Academy will provide professional development opportunities that focus on Data-Driven Instruction, Observation-Feedback Protocols, AVID, Blended Learning, Depth and Complexity. **Strategy's Expected Result/Impact:** Increase in teacher effectiveness **Staff Responsible for Monitoring:** Teachers; Instructional Coach; Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Board Goal 1: 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: Hays STEAM Academy will increase from 20% to 40% meets or above on the 2023 Science STAAR.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: STAAR data; progress monitoring via SCA's and benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will utilize STEM-Scopes Curriculum and hands-on labs a minimum of 3 times per week for grades K-5. **Strategy's Expected Result/Impact:** 5th grade STAAR scores will increase as a result of hands-on activities. **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OC/UTPB professors will partner with Hays scholars. 1. The chemistry department will demonstrate basic chemistry concepts and assist in conducting lab experiments. 2. The biology department will assist with creating an animal lab/vivarium in supporting adaptations, life cycles, interdependent relationships, habitats, structures & functions, etc. **Strategy's Expected Result/Impact:** Close achievement gaps **Staff Responsible for Monitoring:** IC; Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: At Hays STEAM Academy, K-5th scholars will participate in Engineering lessons using the curriculum from Engineering is Elementary and/or Project Lead the Way. **Strategy's Expected Result/Impact:** problem solving, critical thinking **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: 80% of scholars will meet their projected MAP growth in Math from BOY to EOY.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Improved student performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be utilized in PK-5. **Strategy's Expected Result/Impact:** Closing the achievement gap; providing differentiation for high-achieving students **Staff Responsible for Monitoring:** Teacher, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of scholars will know the importance of data trackers and how to monitor mastery of TEKS . **Strategy's Expected Result/Impact:** Improved targeted instruction **Staff Responsible for Monitoring:** Teacher, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Hays STEAM Academy will utilize Do the Math for math intervention weekly. **Strategy's Expected Result/Impact:** Increased achievement for struggling learners **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: 80% of scholars will meet their projected MAP growth in Reading from BOY to EOY>

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Improved student performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be used in PK-5. **Strategy's Expected Result/Impact:** Closing the achievement gap; providing differentiation for high achieving students **Staff Responsible for Monitoring:** Teachers, IC, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Leverage High Impact Tutoring for below grade level scholars. **Strategy's Expected Result/Impact:** closing the achievement gaps **Staff Responsible for Monitoring:** Teachers, IC, Admin				

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

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 75% to 85% by May 2024.

Performance Objective 1: During weekly PLC's, Hays STEAM Academy will use data to monitor and adjust based on student performance to ensure scholars stay on or above grade level.

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP, I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will attend weekly data and planning PLC's to differentiate based on current student need. **Strategy's Expected Result/Impact:** Personalized instruction based on data. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will attend monthly professional development sessions revolving around the pillars of Blended Learning. (Assessment & DDI, Personalized Instruction, Student Agency, Relationships, Rigor) **Strategy's Expected Result/Impact:** Personalized instruction based on data. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will monitor weekly progress using data trackers. **Strategy's Expected Result/Impact:** Student Growth **Staff Responsible for Monitoring:** Teachers; IC; Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Establish and maintain Blended Learning Smart Goals that will be monitored monthly by committee. **Strategy's Expected Result/Impact:** Increase in student performance based on individual educational goals. **Staff Responsible for Monitoring:** Teachers; Blended Learning Coordinator, Administrators; CA Group				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 75% to 85% by May 2024.

Performance Objective 2: 80% of Hays Kinder scholars will perform at or above grade level based on the EOY MAP Assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP data; I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Kinder team will utilize Blended Learning to implement individualized/personalized learning plans for scholars. **Strategy's Expected Result/Impact:** Closing the achievement gap **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Kinder team will increase the rigor of the content by using higher-level questioning (AVID), and exit tickets. **Strategy's Expected Result/Impact:** Closing the gap				

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

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 75% to 85% by May 2024.

Performance Objective 3: 87% of Hays First grade scholars will perform at or above grade level based on the EOY MAP Assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: MAP data; I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Hays first grade team will incorporate Blended Learning with the personalized individual playlists based on monthly I-Station data. **Strategy's Expected Result/Impact:** Closing learning gaps **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The first grade team will focus on whole-group Tier 1 instruction for grade level content, and differentiation content in small group based on mastery of TEKS. **Strategy's Expected Result/Impact:** Closing gaps				

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

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 75% to 85% by May 2024.

Performance Objective 4: 85% of Hays Second grade scholars will perform at or above grade level in Reading based on the EOY MAP Assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: MAP Data; I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The second grade team at Hays STEAM Academy will promote student growth in Reading by teaching students syllable types and patterns within words to help decode and encode. **Strategy's Expected Result/Impact:** Closing the gap **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The second grade team at Hays STEAM Academy will promote student growth by ensuring that student have the opportunity to practice and develop fluency by using Blended Learning Choice Boards **Strategy's Expected Result/Impact:** Closing the learning gap				

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

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 75% to 85% by May 2024.

Performance Objective 5: 80% of Hays Third grade scholars will perform at or above grade level based on the EOY MAP Assessment.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP data; I-Station

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Hays STEAM Academy will disaggregate data from formal and informal assessments to identify scholars in need of remediation. **Strategy's Expected Result/Impact:** Accelerated growth **Staff Responsible for Monitoring:** Teachers, IC, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 100% of Hays scholars will be challenged to extend their understanding of the area of study by using depth & complexity thinking tools. **Strategy's Expected Result/Impact:** Extend the way scholars think				

Staff Responsible for Monitoring: Teachers, IC, Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Hays STEAM Academy will provide Social Emotional Learning Curriculum a minimum of ten minutes daily to all students to help healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: SEL weekly lessons; observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly "Coffee with the Counselor" to coordinate with at-risk students' family members to address academic, behavioral, social and mental health issues. **Strategy's Expected Result/Impact:** community outreach; healthy and happy students **Staff Responsible for Monitoring:** counselor, SAS **Title I:** 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Panorama Survey data will be used to increase Self-Efficacy by developing small groups that will implement academic achievement. They will utilize research based techniques that increase self-confidence. **Strategy's Expected Result/Impact:** Increase self-confidence and self-efficacy. **Staff Responsible for Monitoring:** counselor; SAS counselor; Teachers; Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: To provide support services to all at-risk students with attendance, discipline and other related issues, in order to prevent drop outs. **Strategy's Expected Result/Impact:** community involvement; healthy & happy students **Staff Responsible for Monitoring:** Counselor, SAS **Title I:** 2.6, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: To provide guidance content to teach all students how to develop transferable skills for daily living. **Strategy's Expected Result/Impact:** Happy, healthy students **Staff Responsible for Monitoring:** counselor, SAS **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Assist students in planning and managing their individual educational, career, personal, and social development. **Strategy's Expected Result/Impact:** Happy, healthy students **Staff Responsible for Monitoring:** counselor; SAS **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

504

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Hays STEAM ACADEMY will embed AVID best teaching strategies into daily teaching and professional development to promote and enhance academic growth for all students.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Monthly AVID Site Team Meetings; Observation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will create community partners by engaging and participating in monthly grade level service projects led by students and guided by teachers to ensure students lead change driven by community needs and improvement. **Strategy's Expected Result/Impact:** Student data. -Extend project based learning utilized in engineering to all subjects allowing real-world applications within the community. -Each grade level will decide on their own monthly project **Staff Responsible for Monitoring:** Teachers: Instructional Coach: Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Hays STEAM Academy AVID site team will organize and seek out opportunities to provide professional development within the campus at least once every nine weeks and district level at least once per semester. **Strategy's Expected Result/Impact:** Academic support structures and rigorous instructional practices. **Staff Responsible for Monitoring:** AVID Site Team; Teachers; Instructional Coach, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of teachers will receive AVID Foundations Training. **Strategy's Expected Result/Impact:** Best practices **Staff Responsible for Monitoring:** AVID Site Team; Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 100% of teachers will receive GT certification (ie, initial 30 hours or 6 hour update) **Strategy's Expected Result/Impact:** Best practices **Staff Responsible for Monitoring:** Grade level lead teachers; Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: 100% of teachers will receive Blended Learning training. **Strategy's Expected Result/Impact:** personalization **Staff Responsible for Monitoring:** Teachers; Instructional Coach; Administrator **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: The Instructional Coach will work with teachers to interpret data, review lesson plans and co-plan with teachers, and build and implement best practices in teachers.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Coaching data tracker; closing the gap documentation such as I-Station reports, Imagine Math reports, MAP reports, grade level meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The entire campus will participate in two PLC's per week for training and collaboration in Math, Reading, and Science in order to increase student growth while closing achievement gaps. **Strategy's Expected Result/Impact:** Grade level collaboration and planning; academic support structures; rigorous instructional practices. **Staff Responsible for Monitoring:** Teachers; Instructional Coach; Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Instructional Coach will work with teachers to interpret data, review lesson plans, co-plan with teachers, and build and implement best practices in teachers. **Strategy's Expected Result/Impact:** Student growth in all areas **Staff Responsible for Monitoring:** IC; Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** 80,000 - Title One School-wide - $80,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Ireland Elementary

2022-2023 Campus Improvement Plan



510

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ireland Elementary will work closely with our attendance clerk and teachers to monitor daily student attendance and address needs through parent communication and documentation. **Strategy's Expected Result/Impact:** The expected result will be higher student attendance, and students will be receiving daily instruction on a consistent basis which will improve student performance. **Staff Responsible for Monitoring:** The staff responsible for monitoring will be the classroom teachers and the attendance clerk. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ireland Elementary will incentivize students every 9 weeks to promote student attendance. **Strategy's Expected Result/Impact:** Students would be motivated to attend school daily. **Staff Responsible for Monitoring:** Teacher, Attendance Clerk, Counselor, Assistant Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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. **Strategy's Expected Result/Impact:** Parents will be made aware of district resources to support daily school 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Instructional Coach - Title One School-wide - $88,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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 **Strategy's Expected Result/Impact:** Increased student learning due to focused supports. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - Title One School-wide - $88,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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. **Strategy's Expected Result/Impact:** Individual student progress will be evident because of targeted individual student data. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **Funding Sources:** Instructional Coach - Title One School-wide				

 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 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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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. **Strategy's Expected Result/Impact:** Increased student performance on MAP testing due to targeted resources. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** increased levels of student performance on specific areas of RIT on the MAP test. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. **Strategy's Expected Result/Impact:** Increased student achievement and teacher knowledge of curriculum in math and reading. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** Increased student achievement and teacher knowledge of curriculum in reading and math. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 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. **Strategy's Expected Result/Impact:** Students are aware of present levels and goals. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: At Ireland, teachers will be supported through the DDI process to strengthen instruction, and plan reteach and reassess opportunities to meet specific student needs. **Strategy's Expected Result/Impact:** Percentage of Kindergarten readiness on the MAP Assessment will increase. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten teachers will take weekly running records during Guided Reading small groups to guide fluency practice for students. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: At Ireland, teachers will be supported through the DDI process to strengthen instruction, and plan reteach and reassess opportunities to meet specific student needs. **Strategy's Expected Result/Impact:** Percentage of Kindergarten readiness on the MAP Assessment will increase. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: First Grade teachers will take weekly running records during Guided Reading small groups to guide fluency practice for students. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Principal, AP, Classroom Teachers, Instructional Coach, Interventionists, Dyslexia Teachers, SPED Teachers				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values. **Strategy's Expected Result/Impact:** Students will feel valued and have a sense of belonging to their class and the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The school has a campus-wide program to proactively teach mental health and wellness skills to students. **Strategy's Expected Result/Impact:** Positive school culture and student well-being are kept at the forefront of daily classroom activities. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers				

No Progress


Accomplished

Continue/Modify

Discontinue

Ector County Independent School District

Barbara Jordan Elementary

2022-2023 Campus Improvement Plan



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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: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 46% to 50% across all tested content areas by May of 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders regularly use data and other evidence during PLCs to track progress towards intended outcomes through the DDI process. **Strategy's Expected Result/Impact:** Identify low performing TEKS throughout the learning process and reteach and reassessing these TEKS will help close learning gaps and identify areas of RTI. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy** **Funding Sources:** Instructional Coach - Title One Instructional Continuity - 211 - $81,448				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Update technology in the classroom, from Smart Boards to Promethean Boards. **Strategy's Expected Result/Impact:** Increase the quality and interaction of students with lessons in the classroom. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Title One School-wide - 211 - $30,000				522

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** Students will meet their projected STAAR target. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 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: The school-wide percentage of students meeting or exceeding their end of year RIT MAP Reading score will increase from 53%-60%.

High Priority

HB3 Board Goal

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: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Jordan will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Instructional Coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will track assessment progress (Istation, MAP, SCA) and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** 60% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Instructional Coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. **Strategy's Expected Result/Impact:** 60% of students will meet their EOY RIT MAP projection target. **Staff Responsible for Monitoring:** Leadership Team, Teachers, Instructional Coach				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: The percentage of 3rd grade students reading at or above grade level will increase from 49% to 55% by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and the DDI process to promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. **Strategy's Expected Result/Impact:** Provide teachers with the skills to modify lesson to meet the needs of all student groups and provide more opportunities for student to meet and exceed state standards. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Assistant Principals, and Teachers. **Funding Sources:** Accelerated Reader Program - Title One School-wide - $5,243.73				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Third grade students will track assessment STAAR benchmark and short cycle assessment progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will meet their expected STAAR target score. **Staff Responsible for Monitoring:** Principal, AP, IC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 49%-60%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: MAP Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Jordan will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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: The percentage of first grade students meeting the growth standard on Reading MAP will increase from 45%-60%.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: First grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Jordan will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 4: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 31%-60%

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Second grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Jordan will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

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

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 5: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 66%-75%.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third grade students will track assessment Istation and MAP progress and set goals with teacher support through one-on-one conferences. **Strategy's Expected Result/Impact:** Students will improve reading level and meet their end of year projected RIT score. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Jordan will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path. **Strategy's Expected Result/Impact:** Effective planning, instructional delivery, and assessment alignment. **Staff Responsible for Monitoring:** Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Jordan will increase student attendance by 2% from Aug 2022 to May 2023.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Jordan will provide individualized support for students that includes interventions and rewards, as well as consequences to help improve attendance. **Strategy's Expected Result/Impact:** Increase in attendance rates. Likelihood of student success will increase **Staff Responsible for Monitoring:** Teacher/ attendance clerk/ admin				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 2: Jordan will increase our school connectedness from 73% to 75% for the 2022-2023 School year.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Jordan Elementary will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systematic change where SEL can thrive and students can be safe and happy and feel connected to their school through parent engagement. **Strategy's Expected Result/Impact:** Students feel supported in their social and emotional needs, and are able to focus on academics. **Staff Responsible for Monitoring:** Administration and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Jordan will re-establish a Parent and Teacher Organization for the 2022-2023 school year. **Strategy's Expected Result/Impact:** Improved communication with parents and parents feeling a sense of belonging to the school community. **Staff Responsible for Monitoring:** Administration				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Ector County Independent School District

Lamar Early Education Center

2022-2023 Campus Improvement Plan



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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: Lamar student attendance will increase from 85.5% to 94.7% by the end of the 2022-2023 school year.

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

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, Academic Parent Teacher Team meetings, through social media and teacher communication app. Classes with highest attendance will ring attendance bell. **Strategy's Expected Result/Impact:** Parents and students will understand the importance of regular school attendance. **Staff Responsible for Monitoring:** Administrators and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lamar will provide incentives for perfect attendance goals met monthly and every nine weeks. **Strategy's Expected Result/Impact:** Student attendance will increase **Staff Responsible for Monitoring:** Classroom Teachers, Attendance Clerk and Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each classroom will utilize the Conscious Discipline job chart or similar structure to ensure that each student has a "classroom job". **Strategy's Expected Result/Impact:** Students will want to come to school everyday because they feel they are of service to others by doing their job. **Staff Responsible for Monitoring:** Classroom teachers and administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Principal will create a standard message about the importance of attendance through School Status to be sent weekly. **Strategy's Expected Result/Impact:** Parents will understand the importance of regular school attendance. **Staff Responsible for Monitoring:** Administrators				

 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: 90% of Pre-K 4 students will be able to rote count to 30 in the EOY CLI assessment.

Indicators of Success:
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: BOY and EOY CLI Scores, MOY and EOY Report Card Data, Weekly PLC Data Meetings, Lesson Plans and Observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will be able to successfully rote count from 1-30 or beyond. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Leads				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly "Homework" with counting strategies and activities for parents to help their child at home. **Strategy's Expected Result/Impact:** Parents will be supported with strategies and ideas for working with their child at home. **Staff Responsible for Monitoring:** Classroom teacher, administrator and Team Leads.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize the Promethean boards to provide hands-on, developmentally appropriate math activities. **Strategy's Expected Result/Impact:** Students will achieve satisfactory growth in math. **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: A focused review of students' performance on CLI Math will be conducted at the end of each Wave to determine needs in particular areas within the math assessment. **Strategy's Expected Result/Impact:** Student progress in math development **Staff Responsible for Monitoring:** Teachers and administrator				

0% No Progress 100% 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 3: Lamar EEC campus administrators will do 5 documented walk-throughs a week for the instructional year.

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 - 2024 Goal: 63%

Evaluation Data Sources: Classroom Observations, Walk-throughs, Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Effective transitions will be planned, practiced, modeled and implemented with the support of visuals and routine books for all classes. **Strategy's Expected Result/Impact:** Improvement in student academic and social-emotional growth **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Lead Teacher				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The Lamar Conscious Discipline Action Team will create Routine Books, Visuals and Social Stories to be used daily in classrooms. **Strategy's Expected Result/Impact:** Teachers will feel supported and students will be successful with routines and procedures. **Staff Responsible for Monitoring:** Conscious Discipline Action Team, Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will assist with transition to Pre-K 4 or Kindergarten by completing a Transition form for the receiving teacher/school on high priority students. **Strategy's Expected Result/Impact:** The transition to the next grade levels will be made smoothly and effectively for each student. **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Parent Orientation and Meet the Teacher will be held prior to the first day of school for all students. **Strategy's Expected Result/Impact:** Increased student and parent comfort and confidence in the transition to Pre-K. **Staff Responsible for Monitoring:** Teachers, Teaching Assistants, Administrator				

No Progress


Accomplished

Continue/Modify

Discontinue

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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: 90% of Pre-K 4 students will be able to identify 20 upper case and 20 lower case letters by the end of the 2022-2023 school year.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: BOY and EOY CLI scores, MOY and EOY Report Card Data, Monthly PLC Data Conversations. Lesson Plans, Istation Data and Observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Pre-K 4 students will leave PreK with a strong emerging reader foundation. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Pre-K 4 Team Leader				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will send home weekly "Homework" with developmentally-appropriate letter activities for parents and students to work on at home. **Strategy's Expected Result/Impact:** Students will develop strong literacy foundation to prepare them for Kindergarten. **Staff Responsible for Monitoring:** Classroom teachers, administrator and Lead Teacher.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus Administrator will conduct weekly walkthrough observations/coaching sessions and provide effective feedback. **Strategy's Expected Result/Impact:** Teachers will feel supported and student achievement will increase **Staff Responsible for Monitoring:** Campus Administrator and Team Leaders				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Promethean boards will be utilized to intentionally teach and support language development, letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. **Strategy's Expected Result/Impact:** Students will use technology to support their academic journey. **Staff Responsible for Monitoring:** Teachers, administrator **Funding Sources:** Promethean Boards - Title One School-wide - $40,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Increase student performance between the CLI Wave 1 and Wave 3 to have 90% of students "On Track" in the Phonological Awareness domain.

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: CLI Data Istation Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: A focused review of students' performance on CLI Phonological Awareness will be conducted at the end of each Wave to determine needs in particular areas within the Phonological Awareness assessment. **Strategy's Expected Result/Impact:** Students will get additional support as needed in the area of Phonological Awareness **Staff Responsible for Monitoring:** Administrator and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will meet with Administrator each nine weeks for Progress Monitoring of each student's academic performance. **Strategy's Expected Result/Impact:** Students will get additional support as needed in the area of Phonological Awareness **Staff Responsible for Monitoring:** Teachers and Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Academic Parent Teacher Team Meetings will be conducted in the Fall and Spring so teachers can model effective Phonological Awareness strategies for parents to work with their child at home. **Strategy's Expected Result/Impact:** Parents will be given strategies to work with their child at home. **Staff Responsible for Monitoring:** Teachers and administrator **Funding Sources:** Materials for Make and Take for APTT Meetings - Title One School-wide - $1,532				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Lamar student attendance will increase from 85.5% to 94.7% by the end of the 2022-2023 school year.

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 - 2024 Goal: 63%

Evaluation Data Sources: Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students will be greeted at the door each day. Children will be given a choice of how they wish to be greeted. **Strategy's Expected Result/Impact:** Students will feel welcomed and experience a sense of belonging. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Lead				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will be taught breathing strategies to help self-regulate when they come upset. **Strategy's Expected Result/Impact:** Students will be able to self-regulate and manage their emotions. **Staff Responsible for Monitoring:** Classroom Teachers, Administrator and Team Lead.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Each classroom, Specials Areas and Offices will have a Safe Place area for students to compose themselves when emotional upset occurs. **Strategy's Expected Result/Impact:** Students will understand that it is OK to feel angry and upset and have strategies to self-regulate. **Staff Responsible for Monitoring:** Classroom teachers, administrator and Team Lead				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Classroom teachers, administrators will participate in Conscious Discipline coaching. **Strategy's Expected Result/Impact:** Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma. **Staff Responsible for Monitoring:** Administrator **Funding Sources:** Professional Development - Title One School-wide - $5,800				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students. **Strategy's Expected Result/Impact:** Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors. **Staff Responsible for Monitoring:** Administrator, Secretary **Funding Sources:** Professional Development - Title One School-wide - $65,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: 90 percent of Lamar families will participate in Parent and Family Engagement opportunities to increase school to home connections.

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 - 2024 Goal: 63%

Evaluation Data Sources: Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Lamar will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. **Strategy's Expected Result/Impact:** Parents will feel supported and empowered to work with their children at home. **Staff Responsible for Monitoring:** Teachers and Administrator **Funding Sources:** Academic Parent Teacher Team materials - Title One School-wide - $1,532				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Lamar will foster a more collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, Transportation Parade, Valentines' Day Dance. **Strategy's Expected Result/Impact:** More positive image of Lamar EEC and higher level of parent engagement. **Staff Responsible for Monitoring:** Teachers and Administrators **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Lyndon B. Johnson Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



543

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: By May of 2023, 3rd-5th Grade STAAR results will render at least 65% of the students will score at least Approaches or above; 30% of the students will score at least Meets or above; and 15% of the students will score Masters or above on the STAAR Math.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: STAAR Math 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: To increase student academic performance, teachers will utilize the campus modified ECISD Math Lesson Plan Template. Teachers will follow the See It, Name It, Do It processes. Teachers will partner plan daily with their teachers utilizing Envision Curriculum Products, Do the Math, Lonestar Math, and supplemental resources provided. **Strategy's Expected Result/Impact:** With proper planning, students will successfully go through the lesson plan cycle based on well thought out and planned lessons. Students will have opportunities to engage in various learning styles; thus, allowing for more levels of engagement. Higher levels of engagement equates to high academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All math teachers will conduct guided math daily utilizing the district approved program, Do the Math which is a manipulative based program. Teachers will utilize MAP data to configure groups. Teachers will make an effort to see 3 math groups daily. Teachers will also conduct Lonestar Daily Math Do Nows with student every day of instruction. K-1 teachers will also utilize the calendar aspect of Lonestar Math. **Strategy's Expected Result/Impact:** Skill gaps will close and students will be able to apply learned skills to appropriate grade level tasks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of all students will participate in taking TEA Interim Assessments, MAP Assessments, District Assessments, Campus Common Assessments, and other multiple measures of data. Teachers will also monitor students' progress on Imagine Math and Imagine Math Facts program. All math teachers will participate in Data Driven Instructional protocol after each assessment. **Strategy's Expected Result/Impact:** Teachers will be able to use data to target learning gaps. Teachers will inform instruction to fill in those gaps. Students will have knowledge of their learning and will employ strategies to correct learning gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: 100% of all math teachers will be trained on problem solving strategies. Math teachers will utilize CUBES strategies on a daily basis. Teachers will provide students with opportunities for open-ended word problems throughout the week. All students will complete 60 minutes of Imagine Math or 2 successful lessons per week. **Strategy's Expected Result/Impact:** Teachers will be able to address skills gaps. Teacher will be able to assess students' cognitive abilities through their writing within the open-ended questioning. Students will be working on activities based on their individual needs. These strategies will produce efficacy in math which will in turn improve academic outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students, Parents **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers and administrators will participate in a professional development that will enhance leadership skills and instructional efficacy. Teachers and administrators will seek professional development and conferences that will allow the opportunities to explore innovative teaching strategies and connect to other educational professionals within the field. **Strategy's Expected Result/Impact:** Teachers and administrators will be update with the latest and most innovative strategies that can be brought back to campus for other teachers and administrators. This will improve teacher efficacy and student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 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 2023, 5% of Special Education students will perform at Masters, 20% of Special Education students will perform at Meets, and 45% of Special Education students will perform at Approaches on STAAR Reading and Math. 80% of Special Education students will show appropriate growth on STAAR and MAP.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: STAAR, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all special education students will participate in assessments. 100% of all special education students will be provided with the proper accommodations during assessments and during instruction. Students will be provided with manipulatives and supplemental aides during assessments and instruction. **Strategy's Expected Result/Impact:** Special Education students will have tools to ensure that they are on a level field with general education students. Students will start to show growth and development as evidenced by assessment data. When the needs of special education students are met, these students will show growth and development. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Special Education students that are entitled to mainstream instruction will be mainstreamed and supported within the general education classrooms. 100% of all teachers that supports special education students will be provided with updated and Individual Education Plans (IEPs) on or before the 2nd week of school. The campus will schedule PLCs that address the importance of following students IEPs and proper documentation. Teachers will plan lessons that are aligned to the needs of the individual students' needs. Students will receive small group instruction 4 to 5 times per week. **Strategy's Expected Result/Impact:** These measures will result in more accountability and attention to special education students. This additional attention and oversight will ensure that these students are receiving the support that they need and deserve. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Special Education Teachers and Aides, General Education Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

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 3: By May of 2023, -5th Grade STAAR Science results will render at least 60% of the students will score at least Approaches or above; 25% of the students will score at least Meets or above; and 12% of the students will score Masters or above on the STAAR Science assessment. 65% of the students taking the 3rd and 4th Grade MAP Science will meet their required growth points by the end of the year.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: MAP-Science, TEA Interim Assessment, STAAR Science

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All Science teachers will be trained on elements of Stem Scopes. All teachers will be required to utilize Stem Scopes curriculum with fidelity. **Strategy's Expected Result/Impact:** With the use to Stem Scopes, teachers will provide students with high quality instruction using a researched based proven curriculum. Students' MAP and STAAR Science scores will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers, Students. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All grade levels will engage in Science instruction. Teachers will utilize the MAP Continuum of Learning-all grades, TEA Interim Assessment-5th Grade, and exit tickets to inform instruction. **Strategy's Expected Result/Impact:** Teachers and students utilizing their data to inform instruction will ensure that teachers and students understanding key concepts. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinators, Teachers, and Students. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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: By May of 2023, 3rd-5th Grade STAAR Reading results will render at least 72% of the students will score at least Approaches or above; 40% of the students will score at least Meets or above; and 30% of the students will score Masters or above on the STAAR Reading.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: STAAR Reading 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all Reading teachers will be trained on the utilization of Ector County ISD curriculum documents. 100% of all teachers will be trained on HMH-Reading and Writing, LLI Intervention, and Istation Guided Lessons. Teachers will create lessons based around the district curriculum documents and district approved reading adoptions only. **Strategy's Expected Result/Impact:** Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits. This will allow for improved reading skills which will result in higher performance on assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will take a universal screener twice per month. Students will take Istation and Star Universal Screener as a progress monitoring tool. All teachers will conduct guided reading daily. Teachers will be trained on using the workstations from HMH. Students will read text on their level and be challenged with a text above level. Students will be tiered for 30 minutes of Knights of the Round Table Intervention five days per week. **Strategy's Expected Result/Impact:** Students will receive individual attention based on their identified strengths and weaknesses. This will allow students to meet state criteria on the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Students will be provided a writing prompt at least every two weeks. Students will be provided with feedback on their writing. **Strategy's Expected Result/Impact:** Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: By May of 2023, 3rd-5th Grade STAAR Reading results will render at least 72% of the students will score at least Approaches or above; 40% of the students will score at least Meets or above; and 30% of the students will score Masters or above on the STAAR Reading.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: STAAR Reading 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of all Reading teachers will be trained on the utilization of Ector County ISD curriculum documents. 100% of all teachers will be trained on HMH-Reading and Writing, LLI Intervention, and Istation Guided Lessons. Teachers will create lessons based around the district curriculum documents and district approved reading adoptions only. **Strategy's Expected Result/Impact:** Teachers will be able to meet the unique learning needs of the students. Teachers will be able to remedy any reading deficits. This will allow for improved reading skills which will result in higher performance on assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All students will take a universal screener twice per month. Students will take Istation and Star Universal Screener as a progress monitoring tool. All teachers will conduct guided reading daily. Teachers will be trained on using the workstations from HMH. Students will read text on their level and be challenged with a text above level. Students will be tiered for 30 minutes of Knights of the Round Table Intervention five days per week. **Strategy's Expected Result/Impact:** Students will receive individual attention based on their identified strengths and weaknesses. This will allow students to meet state criteria on the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of the ELA Staff will become familiar with the HMH writing components. 100% of the ELA Staff will be trained on high yield writing and grammar skills. Students will be provided a writing prompt at least every two weeks. Students will be provided with feedback on their writing. **Strategy's Expected Result/Impact:** Students will become fluent writers. This will transfer over to the STAAR examination. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: 100% of all teachers at LBJ Elementary will celebrate college, career, and military days. Teachers will engage in activities that foster college admittance and military acceptance. 100% of our teachers will connect TEKS in the disciplines of Math, Science, Social Studies, and Reading to career opportunities.

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%, 4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Student surveys will be sent out quarterly to determine students' knowledge about college, career, and military readiness. Students will also complete writings about college, career, and military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will celebrate district designated college days by wearing college pride gear or caps and gowns. **Strategy's Expected Result/Impact:** With students seeing their teachers' pride in their college, this will increase discussions about the importance of college attendance. **Staff Responsible for Monitoring:** Teachers, Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus will host military guest speakers from the Marines, Army, Navy, Airforce, and Coast Guard. Students will be able to listen to military personnel speak about their journey and ask questions. **Strategy's Expected Result/Impact:** Students will be intrigued by military personnel and continue to explore this as a career option. **Staff Responsible for Monitoring:** Teacher, Principal **TEA Priorities:** Connect high school to career and college				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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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 2: 100% of all teachers and 100% of all students will engage in program titled, "LiveSchools." LiveSchools is a behavior management program that requires a rubric for learning and behavior. Students will receive rewards for their online points earned.

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 - 2024 Goal: 63%

Evaluation Data Sources: LiveSchools Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All students and parents will have a LiveSchool account. Students will earn points based on the established teacher created rubric below. Students will monitor their points. Teachers must ensure that all students receive 3-5 points per day. Each student will have a rubric. Rubrics will be based on: Excellence Being Prepared=1point Helping Others=2points Improvement=5points Outstanding Participation=5points Respect Respecting Environment=1point Respecting Others=1point Respecting Self=1point Self-Management Appropriate Hallway Behavior=1point Being On Time=1point Cafeteria Behavior=1point Following Instructions=1point Staying On Task=1point Working Well In Stations=5points **Strategy's Expected Result/Impact:** The rubric allows for the students to connect to their peers and teachers in several ways based on the established rubric. Students will feel success within the school community. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, and Students **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				555

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will be able to use their LiveSchool points to purchase various items from the L.B. Johnson Elementary School Store. **Strategy's Expected Result/Impact:** Students will want to earn points based on the behavior and academic rubric. To earn the points, students have to meet expectations set within the teacher created rubric. **Staff Responsible for Monitoring:** Principal, Teachers, Students **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Milam Elementary

2022-2023 Campus Improvement Plan



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Board Goals

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 1: MATH MAP - The percentage of students performing in the 61st percentile and above (based on the MAP MATH RIT Score for each grade level) will increase to 50% or more of our students meeting this expectation for all grade levels at Milam.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction/tutoring will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000, Dyslexia Teacher - State Comp Ed - $85,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: FEV Tutoring will be offered to all students performing in the 40th percentile and below based on their Math MAP RIT Score - on their BOY MAP Assessment. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Math specific Magnet classes will be offered and students needing extra support will be encouraged to attend. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 2: READING MAP - The percentage of students performing in the 61st percentile and above (based on the MAP Reading RIT Score for each grade level) will increase to 50% or more of our students meeting this expectation for all grade levels at Milam.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000, Dyslexia Teacher - State Comp Ed - $85,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: FEV Tutoring will be offered to all students performing in the 40th percentile and below based on their Reading MAP RIT Score - on their BOY MAP Assessment. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Reading specific Magnet classes will be offered and students needing extra support will be encouraged to attend. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher, Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 3: STAAR MATH "Meets" percentages will increase from 42% (2022 STAAR) to 55% as measured by the 2023 STAAR assessment.

3rd Grade Math from 36% to 50%
4th Grade Math from 42% to 55%
5th Grade Math from 47% to 60%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: -Math District Benchmarks (Fall, Winter, & Spring)
-NWEA Math Map (BOY, MOY, EOY)
-Unit Assessments
-2023 STAAR
-Student Grades
-Student Learning Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will utilize the district Math curriculum SAAVAS and work closely with the ECISD Math Department to ensure proper implementation. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will utilize Imagine Math and require students to pass 2-5 lessons per week. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will recognize students in the main hallway on an "Imagine Math" bulletin board to show lessons passed and to encourage other students to complete/pass 2-5 lesson weekly or become one of the top lesson achievers in the school. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 4: STAAR READING "Meets" percentages will increase overall from 50% (2022 STAAR) to 60% as measured by the 2023 STAAR assessment.

3rd Grade Reading from 43% to 55%
4th Grade Reading from 53% to 60%
5th Grade Reading from 55% to 65%

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: -Reading District Benchmarks (Fall, Winter, & Spring)
-NWEA Reading Map (BOY, MOY, EOY)
-SCAs
-2023 Reading STAAR
-Student Grades
-Student Learning Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000, Dyslexia Teacher - State Comp Ed - $85,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teacher, Librarian, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Accelerated Reading Program - Renaissance - Title One School-wide - $8,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will recognize students achieving Level 3 or higher on their iStation assessments every 9 weeks on a bulletin board in the main hallway by taking a group picture of students in every class on campus and displaying them. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and utilization of effective teaching strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide -Improved intervention processes **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Milam will effectively utilize and implement the ECISD HMH curriculum. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 5: 5th Grade STAAR (Science) "Meets" percentages will increase 15-20% by the 2023 STAAR assessment.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will utilize the district science curriculum. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will use the new science pacing and lesson framework provided by the district. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will utilize a STEM lab. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and instruction delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 6: The percentage of students meeting or exceeding the growth target will increase from 56% (2022 STAAR) to 65% as measured by the 2023 STAAR assessment.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: 2023 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will utilize FEV Tutoring. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Support Staff, Instructional Coach, Fine Arts Staff, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Milam will ensure teachers are working with students in small groups and providing targeted interventions.	Formative			Summative
Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Milam will provide a Magnet Program to enrich student learning and engagement.	Formative			Summative
Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** ALL Staff **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Milam will implement a Fine Arts program. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** ALL Staff **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 7: Milam will provide a data structure that can be utilized and accessed to inform processes.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: -MAP Growth Assessments
-Short Cycle Unit Assessments
-I-Station Reading
-Imagine Math Lessons Passed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will use it's staff website, digital data folders, and student date folders to house data that will be easily accessed to analyze, collaborate, and plan. **Strategy's Expected Result/Impact:** -More productive and collaborative PLCs -Greater impact on student growth and achievement -Improved intervention process -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Students, Teachers, Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam students will be responsible for tracking important assessment and classroom data, and sharing their data with their parents/guardians using a student data tracking folder. **Strategy's Expected Result/Impact:** -More productive and collaborative PLCs -Greater impact on student growth and achievement -Improved intervention process -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Students, Parents, Teachers, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 8: Milam will provide professional development and coaching opportunities to help our educators better understand, utilize, and implement the district's curriculum and state educational resources to improve instruction and our students' academic success.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: -Professional Development Surveys
-PLC Planning Documents
-Walkthrough Data
-Feedback Documents
-SCA Data
-MAP Data
-STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will learn how to create and will create - exemplar SCA's - to plan with the "end in mind" and to improve and implement the appropriate level of rigor in our classrooms. **Strategy's Expected Result/Impact:** Student SCA scores will improve, and student performance on MAP/STAAR will improve. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will learn how to utilize and will utilize Lead4Ward resources to align student learning to the state standards and TEKS, and to ensure students are receiving high quality instruction. **Strategy's Expected Result/Impact:** Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will learn how to utilize and will utilize the TEKS Resource System (specifically the YAG) to ensure the pace of student learning is on a track for success, and to ensure our students are exposed to all required TEKS in their classrooms. **Strategy's Expected Result/Impact:** Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will learn how to create and utilize know/show charts in order promote productive and collaborative discussions during Professional Learning Communities to improve instruction in our classrooms. **Strategy's Expected Result/Impact:** Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teachers and Administrators at Milam will work with the ECISD Curriculum and Instruction team monthly to support new teachers and struggling teachers to improve instruction in our classrooms. **Strategy's Expected Result/Impact:** Individual teacher data will improve to include SCA data, MAP Date, and STAAR Data. Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Teachers will learn how to create and utilize aligned learning objectives in order ensure high-quality instruction is being delivered in our classrooms. **Strategy's Expected Result/Impact:** Individual teacher data will improve to include SCA data, MAP Date, and STAAR Data. Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Teachers will learn how to create and utilize exit tickets in order ensure high-quality and rigorous instruction is being delivered in our classrooms. **Strategy's Expected Result/Impact:** Individual teacher data will improve to include SCA data, MAP Date, and STAAR Data. Students' academic needs and gaps will be addressed allowing for an increase in student growth and achievement. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, and Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: Milam's Instructional Coach will work with teachers during class time, PLC's, and planning time with a focus on instruction, data, and feedback. **Strategy's Expected Result/Impact:** Teachers will be responsible for creating exemplar SCA's, high-quality and aligned learning objectives, and exit tickets using the ECISD pacing calendar. **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Campus Instructional Coach - Title One School-wide - $85,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, we will improve rigor in our classrooms, and the percentage of students achieving or exceeding the meets standard on the STAAR will increase from 48% to 65%.

Performance Objective 9: Milam will implement effective/collaborative professional learning communities, campus committees, and campus wide systems that improve our overall school culture and cultivates a positive campus environment that promotes student growth and success.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: -PLC Planning and Assessment Data
-Discipline Data
-Attendance Data
-SCA Data
-MAP Data
-2023 STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will ensure teachers are meeting in PLCs twice a week to plan effectively and to discuss, analyze, and utilize data. **Strategy's Expected Result/Impact:** -Increase in student growth -Increase in student achievement -Increase in teacher retention -Improved student culture **Staff Responsible for Monitoring:** Teacher and Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will use the backwards design planning system, TEKS Resource System, and Lead4Ward to ensure all staff are planning with the end in mind and using valid platforms to build a foundation for effective lesson planning, teaching, and learning. **Strategy's Expected Result/Impact:** -Increase in student growth -Increase in student achievement -Increase in teacher retention -Improved student culture **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will utilize Big Rocks strategies and ideas to implement effective and efficient school-wide systems. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Counselor, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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Board Goal 2: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 1: The percentage of students reading on grade level in grades K-2nd will increase 15-20% from the BOY MAP to EOY MAP assessment.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teacher, Librarian, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Accelerated Reading Program - Renaissance - Title One School-wide - $8,000				

Strategy 2 Details	Reviews			
Strategy 2: Milam will implement the Digital LLI program and will utilize a tracking, recognition, and a reward system in order to ensure the implementation of effective reading and teaching strategies.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and utilization of effective teaching strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide -Improved intervention processes **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Dyslexia Teacher - State Comp Ed - $85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 2: The percentage of students reading on grade level in 3rd Grade will increase 25% from the BOY MAP to 45% EOY MAP assessment.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Dyslexia Teacher - State Comp Ed - $85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teacher, Librarian, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Accelerated Reading Program - Renaissance - Title One School-wide - $8,000				584

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will implement the Digital LLI program and will utilize a tracking, recognition, and a reward system in order to ensure the implementation of effective reading and teaching strategies. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and utilization of effective teaching strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide -Improved intervention processes **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Milam will effectively utilize and implement the ECISD HMH curriculum. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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

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Board Goal 2: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 3: Milam's percentage of 3rd grade students achieving the meets or exceeds standard in reading on STAAR will increase from 39% to 50% by May of 2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Small group instruction will be offered in reading. Targeted at risk populations will include small group instruction for special education students, dyslexia students, 504 students, low-socio economic, and LPAC students. **Strategy's Expected Result/Impact:** MAP Scores will show one years growth for students who receive interventions in reading. **Staff Responsible for Monitoring:** Principal, Teacher, Dyslexia Teacher **Funding Sources:** Dyslexia Teacher - State Comp Ed - $85,000, Supplemental Instructional Software, Supplies, and Materials - Title One School-wide - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement the Accelerated Reader program and will utilize a tracking, recognition, and reward system to encourage students to read more and to read book on and beyond their grade level. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teacher, Librarian, Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Accelerated Reading Program - Renaissance - Title One School-wide - $8,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Increase in data driven classrooms and utilization of effective teaching strategies -Improved student engagement campus-wide -Improved intervention processes -Improved teaching in classrooms **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 4: Milam will provide an Instructional Coach that supports teachers in their classroom environment with a focus on the utilization and implementation of the district curriculum, professional growth and learning, and coaching/feedback. Big Rocks will also work with your teachers to improve our campus culture and student management.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Increased percentages on the Spring Panorama Survey. Feedback and coaching survey. Walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will utilize Eduphoria to document walk-throughs to provide coaching and feedback. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will utilize SchoolMint to document walk-throughs to provide coaching and feedback. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved culture -Increase in data driven classrooms and strategies -Increase in school connectedness for staff and students -Improved student engagement campus-wide **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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Board Goal 2: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 5: Implement innovative instructional models which enable personalized learning for all students.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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: -MAP Growth Assessment
-Short Cycle Unit Assessments
-I-Station Reading
-Imagine Math Lessons Passed
-STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Utilization and implementation of Kagan strategies campus wide.	Formative			Summative
Strategy's Expected Result/Impact: -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilization and implementation of AVID strategies campus wide. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Utilization and implementation of the Big Rocks Hierarchy of Management campus wide. **Strategy's Expected Result/Impact:** -Greater impact on student growth and achievement -Improved intervention process -Increase in student centered instruction -Increase in student engagement -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Board Goal: 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.

Milam's Goal: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students meeting or exceeding the standard on STAAR (Reading) - will increase from 43% to 50% or above by May of 2023.

Performance Objective 6: Milam will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Strategy 1 Details	Reviews			
Strategy 1: Milam will frequently check Talent-Ed and other websites to recruit highly-effective teachers.	Formative			Summative
Strategy's Expected Result/Impact: -More productive and collaborative PLCs -Greater impact on student growth and achievement -Improved intervention process -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies **Staff Responsible for Monitoring:** Teachers and Admin **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Jan	Mar	May

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will implement several committee to improve the culture of the campus, the number of parent engagement opportunities, and teacher retention. **Strategy's Expected Result/Impact:** -More productive and collaborative PLCs -Greater impact on student growth and achievement -Improved intervention process -Improved lesson planning and delivery -Improved culture -Increase in data driven classrooms and strategies -Greater teacher retention rate -Increase in school connectedness for staff and students **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 1: Milam Magnet will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Continue to seek out parents, community members, and business to volunteer and help in our school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: We will establish a PTA at Milam for the first time in a couple years that will feel connected and excited to work more closely with our staff and students. **Strategy's Expected Result/Impact:** A feeling of greater connectedness. **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: We will increase the number of parents directly involved with helping teachers in their classrooms through our VIP Program. **Strategy's Expected Result/Impact:** A feeling of greater connectedness. **Staff Responsible for Monitoring:** Clerks, Teachers, AP, Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: We will work to utilize parents to help with monitoring our students and their safety through a Watch Dog program. **Strategy's Expected Result/Impact:** Greater passing rate on School Safety Audits Great feeling of school connectedness **Staff Responsible for Monitoring:** Clerks, Teachers, AP, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 2: Milam's teacher retention rate will increase from 69% in 2022 to 90% in 2023.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be provided a framework for planning and preparation that utilizes the foundations of excellent teaching, and will be expected to produce a PLC binder with crucial elements in the backwards planning process. **Strategy's Expected Result/Impact:** -MAP Growth Assessment -Short Cycle Unit Assessments -I-Station Reading -Imagine Math Lessons Passed -STAAR Assessments **Staff Responsible for Monitoring:** Teachers, Admin, Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A campus calendar and staff website will be provided with very proactive planning, communication, and collaboration and include our most important events that need to be communicated to staff and parents, staff moral events, celebrations, and recognition events. **Strategy's Expected Result/Impact:** -Improved Campus Culture -Improved connectedness -Increase in teacher retention **Staff Responsible for Monitoring:** Admin, Counselor, Instruction Coach, Fine Arts Team Lead **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 3: The Milam staff and students will utilize the 7 Mindsets Curriculum to ensure our staff and students' social and emotional needs are discussed and addressed to equip them to succeed in an ever-changing society.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: -Walkthroughs
-7 Mindsets Challenges
-7 Mindsets events
-7 Mindsets Tracker
-Discipline Reports
-Attendance Rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the 7 Mindsets pacing schedule - found on the Milam Central Staff Website to ensure consistency and increase the effectiveness of this program. **Strategy's Expected Result/Impact:** -Improved Student and Staff Attendance -Improved teacher retention -Improved Campus Culture - Panorama and other campus created student/staff surveys -Improved Discipline Rate **Staff Responsible for Monitoring:** Principal and Assistant Principal - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will utilize the 7 Mindsets program to implement campus culture and community involvement activities. **Strategy's Expected Result/Impact:** -Improved Student and Staff Attendance -Improved teacher retention -Improved Campus Culture - Panorama and other campus created student/staff surveys -Improved Discipline Rate **Staff Responsible for Monitoring:** Teachers, Counselor, Instructional Coach, Admin **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 4: Milam will provide a safe and supportive learning environment and maintain and attendance average of 96% or above.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: -Safety Checks
-Panorama Survey
-Campus created surveys
-System/Processes surveys and evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will ensure all staff members receive campus classroom expectations/routines training and safety training to understand and effectively utilize processes, procedures, and expectations on a normal school day/during drills/and in emergency situations. We will also implement a system for quick access to all safety info from staff cell phones. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, Counselor **- ESF Levers:** Lever 3: Positive School Culture				

600

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures, and anti-bullying/harassment strategies. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The Milam comprehensive Guidance and Counseling curriculum will continue to be implemented in Pre K-5th grade to implement lessons that will include child abuse, bullying, conflict resolution, self efficacy, decision making, behavior and other social-emotional topics. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, Big Rocks, PBIS, and Conscious Discipline practices (SEL body of work). **Strategy's Expected Result/Impact:** -Safe and supportive environment -Decrease in referrals -Improved attendance **Staff Responsible for Monitoring:** Principal, AP, Counselor, Student Incentives Committee, and Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6: Milam will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Principal, AP, and Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7: Milam will model Big Rocks school wide routines and procedures, improve systems, and provide coaching. **Strategy's Expected Result/Impact:** Safe and supportive learning environment **Staff Responsible for Monitoring:** Principal, AP, IC, and Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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

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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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 5: Milam will implement several PBIS strategies, a Restorative Justice Discipline System, and a House System to build a campus culture that encourages positive reinforcement, and thrives due to teamwork/relationships, individual best effort, making good choices, and connectedness.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: -Panorama Survey
-Campus created surveys
-Improved Discipline
-Improved Attendance
-House Points monitored using class dojo

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Milam will implement a House System modeled on the simple elements of the Ron Clark House System to encourage teamwork and improve student/parent connectedness. **Strategy's Expected Result/Impact:** -Improved Campus Culture -Decrease in discipline incidents -Positive impact on students growth and achievement **Staff Responsible for Monitoring:** Teacher, Counselor, Admin **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

603

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Milam will continue using Milam Moolah and the Milam Moolah store to encourage academic growth and excellent behavior. **Strategy's Expected Result/Impact:** -Improved Culture -Decrease in discipline incidents -Increase in school connectedness percentage -Positive impact on student growth and achievement **Staff Responsible for Monitoring:** Teachers, Counselor, Admin **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Milam will use a restorative justice program. **Strategy's Expected Result/Impact:** -Improved Culture -Decrease in discipline incidents -Increase in school connectedness percentage -Positive impact on student growth and achievement **Staff Responsible for Monitoring:** Teachers, Counselor, Admin **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 6: 100% of our Science Teachers will be using AVID Interactive Notebooks this year.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 1 of the composition notebooks required in the school supplies will be used specifically for an interactive notebook in science class. **Strategy's Expected Result/Impact:** -Improved Science MAP scores -Improved STAAR Science scores **Staff Responsible for Monitoring:** Teacher, AP, Instructional Coach, Principal **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science teachers will complete interactive notebook checks to make sure all students are meeting the expectations of an AVID Interactive Notebook using a rubric. **Strategy's Expected Result/Impact:** -Improved Science MAP Scores				

-Improved Science STAAR Scores

Staff Responsible for Monitoring: Teacher, AP, Instructional Coach, Principal

Title I:
2.4, 2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

606

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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 7: Milam will use AVID Planners to teach students to plan and track/improve attendance.

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

Evaluation Data Sources: Planner Checks

Strategy 1 Details	Reviews			
Strategy 1: Students will use their planner to write down assignments and proactively plan.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Students will use their planners to track attendance.	Formative			Summative
Strategy's Expected Result/Impact: Student attendance will be positively impacted an remain above 95% all year.	Oct	Jan	Mar	May

0% No Progress 100% Accomplished Continue/Modify Discontinue

607

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.

Milam's Goal: Through foundational excellence, talent development, and the learning journey, the percentage of Milam students prepared to promote to the next grade level will increase from 95% to 100% by May of 2023.

Performance Objective 8: Milam will have AVID Ambassadors on campus who will be engaged in using AVID strategies in their classrooms and will become leaders on our campus.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: AVID Surveys and Analysis

Strategy 1 Details	Reviews			
Strategy 1: Students will help as needed to make sure all systems and practices at Milam are successful.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Students will use AVID strategies in their classrooms to Level Up their learning.	Formative			Summative
	Oct	Jan	Mar	May

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

Ector County Independent School District

Nimitz Middle School

2022-2023 Campus Improvement Plan

609

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: The percentage of students achieving or exceeding their Reading projected MAP growth will increase from 54.75% to 65 % in the 2023 school year.

High Priority

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: MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will continue to receive training in the DDI process and protocols. **Strategy's Expected Result/Impact:** Students MAP growth will reach 65%. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans. **Strategy's Expected Result/Impact:** Students MAP growth will reach 65%. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Opportunity Culture MCLs, Department Chairs **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Nimitz will implement the district approved curriculum, follow the YAG, and utilize district approved resources. **Strategy's Expected Result/Impact:** Students MAP growth will reach 65%. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Opportunity Culture MCLs, Department Chairs **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

611

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: The percentage of students achieving or exceeding their Math projected MAP growth will increase from 60.55% to 70% in the 2023 school year.

High Priority

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: MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will continue to receive training in the DDI processes and protocols. **Strategy's Expected Result/Impact:** Student MAP growth will reach 70%. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans. **Strategy's Expected Result/Impact:** MAP data **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student MAP growth will reach 70%. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coach, Opportunity Culture team **ESF Levers:** Lever 5: Effective Instruction				

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 3: The percentage of students achieving or exceeding Meets on Reading STAAAR will increase from 49.42% to 60% by the 2023 school year.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to receive training in the DDI process and protocols.	Formative			Summative
Strategy's Expected Result/Impact: Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				
ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans.	Formative			Summative
Strategy's Expected Result/Impact: Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				
TEA Priorities: Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				

 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 4: The percentage of students achieving or exceeding Meets on Math STAAAR will increase from 40.12% to 60% by the end of the 2023 school year.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will continue to receive training in the DDI process and protocols.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students achieving or exceeding Meets on Math STAAAR will increase to 60% by the end of the 2023 school year.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				
ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans.	Formative			Summative
Strategy's Expected Result/Impact: Students achieving or exceeding Meets on Math STAAAR will increase to 60% by the end of the 2023 school year.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Nimitz will implement the district approved curriculum following the YAG and utilizing only district approved resources. **Strategy's Expected Result/Impact:** Student's reaching MEETS on Reading STAAR will increase to 60% by end of year 2023. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

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: Nimitz will increase awareness of College and Career readiness in order to spark interest in post-secondary opportunities.

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 - 2024 Goal: 63%

Evaluation Data Sources: Enrollment in Choice Schools and

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The AVID committee will prepare brief College and Career messages to send out to students during morning announcements. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Avid Committee, CIS Coordinator, Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The AVID site team, along with school counselors, will plan and implement a school-wide College and Career month within the first semester. **Strategy's Expected Result/Impact:** Increase student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Avid Committee, CIS Coordinator, Counselors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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 2: Nimitz will raise the Connectedness Indicator within Panorama from 46% to 56% by the end of the 2023 school year.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Core subject areas will hold Family Nights. **Strategy's Expected Result/Impact:** Students and families will build positive relationships with teachers and staff raising the percentage rate to at least 56%. **Staff Responsible for Monitoring:** Administrators and staff **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz faculty and staff will celebrate student successes in attendance, academic improvement, and citizenship. **Strategy's Expected Result/Impact:** Positive climate resulting in less discipline referrals **Staff Responsible for Monitoring:** Administration, counselors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 3: Nimitz will raise the Sense of Belonging Indicator within Panorama from 42% to 52% by the end of the 2023 school year.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive SEL lessons weekly. **Strategy's Expected Result/Impact:** Panorama survey results will improve from 42%. **Staff Responsible for Monitoring:** Administrators and teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Nimitz will implement clubs for students to join - Keep Nimitz Beautiful, Chess, Robotics. **Strategy's Expected Result/Impact:** Panorama survey results will improve from 42%. **Staff Responsible for Monitoring:** Administrators and teachers **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Noel Elementary

2022-2023 Campus Improvement Plan

621

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: By May 2023, 3rd through 5th grade Mathematics MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Lesson Plans and feedback
Walk-throughs, feedback and coaching
Tutoring performance outcomes
Data Driven Instruction Analysis during Professional Learning Committees
Practice Clinics
MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In accordance with the district's initiatives, scope and sequence, and ECISD-approved curriculum, our Multi-Classroom Leaders and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. **Strategy's Expected Result/Impact:** Students will be allowed to participate in a variety of learning experiences through Blended Learning station rotations that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers, Multi-Classroom Leaders and Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school to target reading and math skills **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and closing student gaps in reading and math **Staff Responsible for Monitoring:** Classroom Teachers, Campus Administrators **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All classroom teachers 3-5 will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources that meet the needs of all students while ensuring all students have equitable access to rigorous instruction aligned to the TEKS. Math and Reading practice clinics will be given to teachers needing further coaching to increase tier 1 instruction. **Strategy's Expected Result/Impact:** Students 3-5 will show improvement in their reading levels and be at or above by the end of their grade as well as meet on grade level or above math MAP targets. **Staff Responsible for Monitoring:** Teachers, Campus Administrators, and Multi-classroom Leaders. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Noel will follow all district calendar professional development allowances and plan relevant learning based on teacher needs. **Strategy's Expected Result/Impact:** Teachers will benefit from professional development that is tailored to their needs **Staff Responsible for Monitoring:** teachers and campus administrators **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

623

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 2023, 3rd -5th Reading MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: MAP, BOY, MOY and EOY scores
Lesson Plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will plan and provide engaging lessons following Get Better Faster practices by focusing on the standards using TEKS Resource System and Lead4ward resources. **Strategy's Expected Result/Impact:** Engaging lessons will improve MAPS scores **Staff Responsible for Monitoring:** Multi-Classroom Leaders, teachers and administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor student progress on iStation monthly. Students goals will be made monthly to ensure all students are on track to be on or above grade level in reading. **Strategy's Expected Result/Impact:** Targeted reading intervention and Reading fluency for students will improve **Staff Responsible for Monitoring:** Classroom teachers, Multi-classroom leaders, and administrators **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% 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 3: By May 2023 4th Grade Reading STAAR meets scores will increase from 27% to 35%, Masters will increase from 11% to 19%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning Data Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The 4th Grade teachers will be coached by the fourth grade reading Multi-classroom Leader on Balanced Literacy, ELAR framework, rigorous tier 1 instruction and successful classroom practices. **Strategy's Expected Result/Impact:** The Multi-classroom Leader will support the classroom teacher in improving classroom practices which will lead to student improvement. **Staff Responsible for Monitoring:** Administrators and Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The 4th grade reading teachers will monitor student progress and set student goals on iStation. **Strategy's Expected Result/Impact:** Targeted reading intervention and reading fluency will improve **Staff Responsible for Monitoring:** Administrators, Multi-classroom Leaders and classroom teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The 4th grade team will follow the Data Driven Instruction process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading Intervention will be effective and student reading scores will improve **Staff Responsible for Monitoring:** administrators, Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 4: By May 2023, 5th Grade Math STAAR meets scores will increase from 32% to 45%, Masters will increase from 11% to 24%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Lessons plans
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff
Walkthroughs and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Noel will use Opportunity Culture to provide teachers personalized professional learning in all grade levels. This will occur in the form of coaching, co-teaching, co-planning, and real-time feedback given by the Multi-classroom Leaders (MCLs). **Strategy's Expected Result/Impact:** Academic growth in Domains 2 and 3 on STAAR. MAPS data will improve. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Practice Clinics in reading and math will be held to improve teacher capacity and rigorous teaching skills. **Strategy's Expected Result/Impact:** Teachers will be more confident and student engagement will improve. **Staff Responsible for Monitoring:** Campus Administrators, Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutoring will be provided during, and after school. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and filling individual student gaps. **Staff Responsible for Monitoring:** classroom teachers administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Noel will embed technology through Blended Learning station rotations and utilize in the classrooms at all times. **Strategy's Expected Result/Impact:** Students will be given immediate feedback on their progress learning to work on personalized instruction needed to close student gaps. **Staff Responsible for Monitoring:** Campus administrators Classroom teachers Multi-classroom Leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: According to Middle of the Year Reading MAPS, 3rd - 5th grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAP, 3rd -5th Grade will have 65% of their students meeting or exceeding their growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: BOY, MOY, EOY MAP data
Lesson Plans
Walk-throughs and feedback
Tutoring outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: According to the MAP Reading Growth Assessment, the number of 3rd grade students meeting or exceeding their growth goals will increase from 48% to 58%. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-classroom leaders teachers administrators **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: According to the MAP Reading Growth Assessment, the number of Noel 4th grade students meeting or exceeding their growth goals will increase from 45% to 55%. **Strategy's Expected Result/Impact:** The Percentage of 4th grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** Multi-Classroom Leaders Teachers Administrators **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: With the added Multi-Classroom Leader and Reach Associate in third grade the teachers will receive the coaching and support to grow teachers and students to help increase growth in both reading and math. **Strategy's Expected Result/Impact:** The percentage of third graders growth will improve in both reading and math. **Staff Responsible for Monitoring:** Teachers Multi-Classroom Leaders Reach Associate Administrators **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $11,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By May 2023, 3rd Grade Reading STAAR Meets scores will increase from 11% to 16%, Masters scores will increase from 8% to 13%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: iStation Data
Short-cycle assessment data
BOY, MOY, EOY, MAP data
Lesson Plans
Walk-through and Feedback
Tutoring Outcomes
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-going coaching for all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress **Strategy's Expected Result/Impact:** Teachers will be able to determine which students need intervention. **Staff Responsible for Monitoring:** Multi-classroom Leaders Teachers Administrators				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided during and/or after school. **Strategy's Expected Result/Impact:** The percentage of 3rd grade students reading at or above grade level will improve **Staff Responsible for Monitoring:** Multi-classroom Leaders Classroom teachers Campus administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Noel will implement innovative instructional models which enable personalized learning for all students.

Indicators of Success:
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: Lesson Plans
Evaluation of Practice Clinics
PLC Agendas
Walk-through Documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Blended Learning will provide personalize instruction for students through computer based programs and small group instruction. **Strategy's Expected Result/Impact:** Students will track their progress through Lexia, iStation, Education Galaxy and Imagine Math. They will target their growth and work on areas of need. **Staff Responsible for Monitoring:** Classroom Teachers, Multi-Classroom Leader				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 2: Noel will continue to utilize Social Emotional Learning focused strategies to increase college, career, and military readiness by improving our attendance rate to 94.7%.

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

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social Emotional Learning support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** Social Emotional Learning support will enhance student learning by creating a low-risk learning environment and help build student self-esteem **Staff Responsible for Monitoring:** teachers counselors administrators **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 3: Students identified as Other Special Populations (OSP - McKinney Vento, Homeless, Foster and Military-Connected) will be prioritized and receive additional services designed to increase academic performance on STAAR and improve attendance for this Special Population.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center, social workers, specialists, and Communities in Schools will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria. **Strategy's Expected Result/Impact:** Barriers will be removed so student attendance will be expected to increase to 95%. **Staff Responsible for Monitoring:** Counselors Office Clerk Administrators **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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 4: Noel will continue to implement a monthly writing prompt schoolwide utilizing AVID W.I.C.O.R. strategies to improve college, career, and military readiness,

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Student Writing Folders
Lesson Plans
AVID strategies for writing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will utilize AVID binders to help them with their organizational skills **Strategy's Expected Result/Impact:** Students will be more successful when working independently **Staff Responsible for Monitoring:** Classroom Teachers Multi-classroom Leaders Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will identify in their lesson plans, which AVID W.I.C.O.R. (writing, inquiry, Collaboration, Organization and Reading) skill is being targeted in each student activity. **Strategy's Expected Result/Impact:** Teachers will plan for all parts of W.I.C.O.R.				

Staff Responsible for Monitoring: Classroom Teachers
Multi-classroom Leaders
Administrators

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

New Tech Odessa High School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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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. (NTO from an 67% to a 72%).

Performance Objective 1: New Tech Odessa will embed technology for anytime, anywhere teaching and learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Echo - Learning Management System (LMS), Adaptive Technology, Online Literacy Libraries, Eduphoria, Edgenuity, and New Tech Network resources. **Strategy's Expected Result/Impact:** Increase percent of students working on grade level in reading and math by 5% **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO teachers will effectively use Echo as a primary learning management system (LMS) for all students and a variety of digital tools to enhance teaching and learning (anytime, anywhere). This will be accomplished with intentional professional learning for adult surrounding the seamless use of Echo in the classroom. **Strategy's Expected Result/Impact:** Teachers will become proficient with Echo and a variety of digital tools to enhance teaching and learning **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) - Echo. **Strategy's Expected Result/Impact:** Equitable of access to all and creating technologically agile staff and learners **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

No Progress


Accomplished

Continue/Modify

Discontinue

639

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. (NTO from an 67% to a 72%).

Performance Objective 2: New Tech Odessa will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of NTO Seniors will be enrolled in a Project Based Research Design course to strengthen college and career readiness efforts: completing FAFSA, creating an individualized college/university/military plan, exploring career pathways through an internship experience, completing a community capstone project, conducting college visits, implementation of the Naviance platform, and preparing students for successful achievement on the Texas Success Initiative (TSI) exam. **Strategy's Expected Result/Impact:** Individualized post-secondary institution or military plan for each graduate. Campus CCMR score of 90% for 2022-23. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Project Based Research Design Teacher, College Access Committee, & Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks across all content areas (including electives). **Strategy's Expected Result/Impact:** Increased overall EOC "Meets" scores by 2%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will implement research based instructional models which enable personalized learning for all students, including project-based learning. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 4 Details	Reviews			
Strategy 4: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 5 Details	Reviews			
Strategy 5: The NTO non-negotiable elements of project based learning will be consistently explored during professional development to assist in creating meaningful, relevant, and differentiated learning. This includes, allowing learners to offer feedback on project implementation/design and peer project critique using the Critical Friends protocol during professional learning.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase sense of learner connectedness to their learning environment. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 6 Details	Reviews			
Strategy 6: Each NTO campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, and Teachers				

Strategy 7 Details	Reviews			
Strategy 7: The campus principal will conduct a minimum of 5 documented Echo Agenda (Lesson Plan) checks and provide timely and constructive feedback for teachers.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal and Teachers				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in content area classes. **Strategy's Expected Result/Impact:** Increased growth target by 1% in Algebra I and increased growth target by 1% in English II. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in English I. NTO will also have targeted. data-driven PLC work for the whole staff to support learners. **Strategy's Expected Result/Impact:** Increased English I "Meets" scores by 1%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10: NTO will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments and Formative Assessments. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 11: With consistent implementation of project based learning, NTO learners in English I will achieve the projected MAP RIT score for Reading from _29_ to _39_ % by May 2023. **Strategy's Expected Result/Impact:** Increase in observed growth. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12: With consistent implementation of project based learning, NTO learners in English I will achieve the projected MAP RIT score for Language from _49_ to _59_ % by May 2023. **Strategy's Expected Result/Impact:** Increase in observed growth. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 13 Details	Reviews			
Strategy 13: With consistent implementation of project based learning, NTO learners in English II will achieve the projected MAP RIT score for Reading from _40_ to _50_ % by May 2023.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in observed growth. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 14 Details	Reviews			
Strategy 14: With consistent implementation of project based learning, NTO learners in English II will achieve the projected MAP RIT score for Language from _47_ to _57_ % by May 2023.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in observed growth. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 15 Details	Reviews			
Strategy 15: With consistent implementation of project based learning, NTO learners in Algebra I will achieve the projected MAP RIT score from _50_ to _60_ % by May 2023.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in observed growth. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 16 Details	Reviews			
Strategy 16: With consistent implementation of project based learning and literacy across content areas, NTO learners on the English I STAAR EOC will achieve an _89_ % in the category of Approaches (formerly _87_%).	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 17 Details	Reviews			
Strategy 17: With consistent implementation of project based learning and literacy across content areas, NTO learners on the English II STAAR EOC will achieve an _90_ % in the category of Approaches (formerly _88_%).	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 18 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 18: With consistent implementation of project based learning and literacy across content areas, NTO learners on the Algebra I STAAR EOC will achieve an _92_ % in the category of Approaches (formerly _90_%). **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 19 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 19: With consistent implementation of project based learning and literacy across content areas, NTO learners on the Biology STAAR EOC will achieve an _98_ % in the category of Approaches (formerly _96_%). **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 20 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 20: With consistent implementation of project based learning and literacy across content areas, NTO learners on the U.S. History STAAR EOC will achieve an _100_ % in the category of Approaches (formerly _99_%). **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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. (NTO from an 67% to a 72%).

Performance Objective 3: New Tech Odessa will build systems and commitment to develop, implement and integrate SEL initiatives.

Strategy 1 Details	Reviews			
Strategy 1: With the implementation of Culture Week, Culture days, and other strategies to reinforce campus culture, the School Connectedness Indicator on Panorama will increase from _52_% to _54%_.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: NTO learners will be assigned a weekly Advisory (Phoenix Ignite) class to address high SEL needs and implement the 7 Mindsets program.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: NTO will desegregate data using the Fall and Spring Panorama Student Survey Data to evaluate trends and next steps: an overall increase from _66%_ to _69%_ in the category of Student SEL & Well-Being. **Strategy's Expected Result/Impact:** 3% overall increase in Student SEL & Well-Being. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: NTO will desegregate data using the Fall and Spring Panorama Student Survey Data to evaluate trends and next steps: an overall increase from _52%_ to _55%_ in the category of Student Supports + Environment. **Strategy's Expected Result/Impact:** 3% overall increase in Student Supports + Environment. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: NTO will desegregate data using the New Tech Network School Culture Survey to evaluate trends and next steps: an overall increase from _3%_ in the category of Student School Culture. **Strategy's Expected Result/Impact:** 3% overall increase in the category of Student School Culture. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, New Tech Network Coach, and Teachers	Formative			Summative
	Oct	Jan	Mar	May

No Progress


Accomplished

Continue/Modify

Discontinue

645

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. (NTO from an 67% to a 72%).

Performance Objective 4: New Tech Odessa will develop and implement systems and supports for students and families that promote recovery and resiliency.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO teachers will host Before and After School Workshops and also After School Credit Recovery Edgenuity Lab time to support at-risk students in accessing rigorous courses, provide content support, and to ensure students are on track with their cohort group to graduate on time. **Strategy's Expected Result/Impact:** 100% of students will meet CCMR expectations and will be accepted into post-secondary choice. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Specialist, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will use campus-level systems and structures to monitor/improve disaggregated discipline data regularly to decipher and address inequities. **Strategy's Expected Result/Impact:** Creating a safe and orderly environment where learner needs are met to maximize learning and equity is at the forefront. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, and Teachers				

 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. (NTO from an 67% to a 72%).

Performance Objective 5: New Tech Odessa will provide and safe and supportive school environment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO staff will be awareness trained regarding child abuse/maltreatment of children will be provided to all staff. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. All new staff will be trained during required new employee training on Darkness to Light/Stewards of Child prevention program. **Strategy's Expected Result/Impact:** 100% compliance in recognizing and reporting signs of abuse. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Instructional Specialist and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO staff will receive Suicide Prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures. Students will receive suicide prevention training through Phoenix Ignite (Advisory). **Strategy's Expected Result/Impact:** 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to all students. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will follow the ECISD comprehensive Guidance and Counseling curriculum, in alignment with Texas Counseling Association Model for the Comprehensive Guidance and Counseling Program and the American School Counselor Association National Model, will be monitored for implementation with fidelity to include, child abuse reporting, human trafficking, dating violence, suicide prevention, substance abuse, mental health, conflict resolution, child abuse, violence prevention, mental health warning signs, bullying, self efficacy, decision making, and other social-emotional topics. **Strategy's Expected Result/Impact:** Monthly reports will indicate alignment with program expectations. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO teachers will be engaged in professional learning opportunities to assist in creating a strong classroom culture. **Strategy's Expected Result/Impact:** Panorama Survey Data, Student Surveys, STAAR EOC Assessment Data, MAPS EOY Data, and Grade Reporting for each grading period. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: NTO teachers will be engage learners in Culture Week, Culture Days, and also summer onboarding opportunities to create a strong sense of school culture. **Strategy's Expected Result/Impact:** Increase sense of learner connectedness to their learning environment **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Counselor, and Teachers				

 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. (NTO from an 67% to a 72%).

Performance Objective 6: New Tech Odessa leaders will improve instructional leadership systems and practices through personalized professional learning and targeted coaching and feedback resulting in improved student learning outcomes.

Evaluation Data Sources: STAAR data
Observation and Feedback data
MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Each NTO campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The NTO campus principal will conduct a minimum of 5 documented Echo Agenda (Lesson Plan) checks and provide timely and constructive feedback for teachers. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The NTO campus principal, Dean of Students, and Campus Instructional Coach will meet monthly with the New Tech Network (NTN) assigned coach to complete a project based learning needs assessment and develop next steps to ensure fidelity to the NTN model. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and lifelong learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, and Campus Instructional Coach				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2022-23, New Tech Odessa will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Board Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will host weekly PLCs and Adult Learning opportunities that are differentiated, address learning gaps, strengthen project development, model practice, and allow for staff collaboration. **Strategy's Expected Result/Impact:** Increase staff retention, improve employee effectiveness, and overall increase in student performance. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will intentionally seek professional learning for facilitators that is grounded in project-based learning to strengthen project development. **Strategy's Expected Result/Impact:** Increase staff retention, improve employee effectiveness, and overall increase in student performance. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: New Tech Odessa leaders will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2022-2023.

Evaluation Data Sources: Number of candidates for the National Board Certification
Number of National Board Components submitted for Consideration

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: New Tech Odessa leaders will identify and support strong potential candidates for recruitment into ECISD's National Board for Professional Teaching Standards. **Strategy's Expected Result/Impact:** NTO will have 8% of teachers qualify and successfully complete the National Board Certification. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 (NTO from an 86% to a 90%).

Performance Objective 1: New Tech Odessa will implement innovative instructional models which enable personalized learning for all students.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will implement Professional Learning Communities (PLC) where teams implement the Data-Driven Instructional process, develop TEKS knowledge, and plan for student mastery of learning objectives. **Strategy's Expected Result/Impact:** Higher level of teacher capacity and understanding of content resulting increasing student outcomes by 10% in all content areas each year. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will implement research based instructional models which enable personalized learning for all students, including project-based learning. **Strategy's Expected Result/Impact:** Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO teachers will effectively use Echo as a primary learning management system (LMS) for all students and a variety of digital tools to enhance teaching and learning (anytime, anywhere). This will be accomplished with intentional professional learning for adult surrounding the seamless use of Echo in the classroom. **Strategy's Expected Result/Impact:** Teachers will become proficient with Echo and a variety of digital tools to enhance teaching and learning **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 (NTO from an 86% to a 90%).

Performance Objective 2: New Tech Odessa will utilize SEL focused strategies to increase college, career and military readiness.

Evaluation Data Sources: Attendance data, drop out data, graduation rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: With the implementation of Culture Week, Culture days, and other strategies to reinforce campus culture, the School Connectedness Indicator on Panorama will increase from _52_% to _54%_. **Strategy's Expected Result/Impact:** Reinforcing Agency in learners. Creating a safe and orderly environment where learners can thrive. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: With consistent implementation of project based learning and a focus on the New Tech Network Collaboration Rubric, the school connectedness indicator on Panorama will increase from _52_% to _54%_. **Strategy's Expected Result/Impact:** Reinforcing Agency in learners. Creating a safe and orderly environment where learners can thrive. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will utilize New Tech Network support in the area of SEL that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, Campus Instructional Coach, and Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO will desegregate data using the Fall and Spring Panorama Student Survey Data to evaluate trends and next steps: an overall increase from _66%_ to _69%_ in the category of Student SEL & Well-Being. **Strategy's Expected Result/Impact:** 3% overall increase in Student SEL & Well-Being. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers				654

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: NTO will desegregate data using the Fall and Spring Panorama Student Survey Data to evaluate trends and next steps: an overall increase from _52%_ to _55%_ in the category of Student Supports + Environment. **Strategy's Expected Result/Impact:** 3% overall increase in Student Supports + Environment. **Staff Responsible for Monitoring:** Principal, Dean of Students, Instructional Specialist, and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 (NTO from an 86% to a 90%).

Performance Objective 3: New Tech Odessa will create systems that support all graduating seniors to and through college, career and military decisions.

HB3 Board Goal

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will continue to build strategic and intentional partnerships between the campus, career experts, organizations and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation. **Strategy's Expected Result/Impact:** Increase FAFSA and TASFA completion rate of 100% **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks across all content areas (including electives). **Strategy's Expected Result/Impact:** Graduation rate of 100%. All Seniors having a post-secondary individualized plan for college, university, or military. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: 100% of NTO Seniors will be enrolled in a Project Based Research Design course to strengthen college and career readiness efforts: completing FAFSA, creating an individualized college/university/military plan, exploring career pathways through an internship experience, completing a community capstone project, conducting college visits, implementation of the Naviance platform, and preparing students for successful achievement on the Texas Success Initiative (TSI) exam. **Strategy's Expected Result/Impact:** Individualized post-secondary institution or military plan for each graduate. Campus CCMR score of 90% for 2022-23. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Project Based Research Design Teacher, College Access Committee, & Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Freshmen will be offered AVID 1 as a course elective to assist with establishing a college going culture, offer weekly tutorial supports, and encourage student success on course work. **Strategy's Expected Result/Impact:** Increase results in attendance data, grading cycle grades, course completions, community service hours, etc. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, AVID Coordinator Teacher, & College Access Committee				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: The campus will train all staff and implement school wide Focused Note Taking in all core and elective classes to assist learners with organization and high order thinking. **Strategy's Expected Result/Impact:** Increase results in attendance data, grading cycle grades, course completions, community service hours, graduation rates, college acceptance rates, etc. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, AVID Coordinator Teacher, & Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 (NTO from an 86% to a 90%).

Performance Objective 4: New Tech Odessa's achievement on the AP passing standard will increase from _42_ to _47_% by May 2023.

Evaluation Data Sources: 1022-2023 State Accountability
2022-2023 College Board AP Scores Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All NTO AP teachers will have NMSI training and implement the strategies and practices in the classroom. **Strategy's Expected Result/Impact:** Increased AP exams scores by 5%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO AP Teachers will conduct AP Mock Testing in September and February and desegregate data to make instructional adjustments and implements College Board best practices. **Strategy's Expected Result/Impact:** Increased AP exams scores by 5%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Increased AP exams scores by 5%. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 (NTO from an 86% to a 90%).

Performance Objective 5: New Tech Odessa's 11th/12th Grade students achieving the PSAT/NMSQT/SAT benchmark will increase from _31%_ to _36%_ by May 2023.

Evaluation Data Sources: 2023 College Board Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will enroll all Juniors in a College Transition / SAT Prep. course focused on supporting learners in SAT strategies and best practices. **Strategy's Expected Result/Impact:** 5% overall increase on PSAT/NMQT from previous year to current year. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Math Teachers, ELAR Teachers, & SAT Prep. Teacher				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO Juniors will be required to take Saturday SAT diagnostic exams in the Fall and Spring. Students will disaggregate data on diagnostics results to make improvements. **Strategy's Expected Result/Impact:** 5% overall increase on PSAT/NMQT from previous year to current year. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, Math Teachers, ELAR Teachers, & SAT Prep. Teacher				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: NTO school leaders will promote Fall and Spring SAT Bootcamps for learners in grades 10th-12th. **Strategy's Expected Result/Impact:** 5% overall increase on PSAT/NMQT from previous year to current year. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, SAT Prep.				

Teacher, Teachers, & AAS Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

660

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 (NTO from an 86% to a 90%).

Performance Objective 6: New Tech Odessa will focus on recovering and reengaging students who have dropped out of school.

Evaluation Data Sources: Attendance data, drop out data and credit recovery

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Echo - Learning Management System (LMS), Adaptive Technology, Online Literacy Libraries, Eduphoria, Edgenuity, and New Tech Network resources. **Strategy's Expected Result/Impact:** No students on the drop-out list. **Staff Responsible for Monitoring:** Principal, Dean of Students, Campus Instructional Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO teachers will host Before and After School Workshops and also After School Credit Recovery Edgenuity Lab time to support at-risk students in accessing rigorous courses, provide content support, and to ensure students are on track with their cohort group to graduate on time. **Strategy's Expected Result/Impact:** 100% of students will meet CCMR expectations and will be accepted into post-secondary choice. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Specialist, and Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 (NTO from an 86% to a 90%).

Performance Objective 7: New Tech Odessa students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and decrease dropout rates.

Evaluation Data Sources: Attendance data
Dropout lever codes
Credits Earned

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO leaders will work in conjunction with the ECISD Community Outreach Center to identify and support MV Homeless, Foster, and Military-Connected youth. **Strategy's Expected Result/Impact:** No students on the drop-out list. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, Attendance Clerk, Registrar, COC Social Worker, and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 (NTO from an 86% to a 90%).

Performance Objective 8: The percentage of New Tech Odessa students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 Board Goal

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of NTO Seniors will be enrolled in a Project Based Research Design course to strengthen college and career readiness efforts: completing FAFSA, creating an individualized college/university/military plan, exploring career pathways through an internship experience, completing a community capstone project, conducting college visits, implementation of the Naviance platform, and preparing students for successful achievement on the Texas Success Initiative (TSI) exam. **Strategy's Expected Result/Impact:** Individualized post-secondary institution or military plan for each graduate. Campus CCMR score of 90% for 2022-23. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Project Based Research Design Teacher, College Access Committee, & Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: NTO will utilize New Tech Network support that is grounded in current, research science-based project-based learning practices. **Strategy's Expected Result/Impact:** Yearly and continuous support by a NTN Network Support Coach. Access and proper implementation of the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference or equivalent professional learning opportunity. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: NTO teachers will effectively use Echo as a primary learning management system (LMS) for all students and a variety of digital tools to enhance teaching and learning (anytime, anywhere). This will be accomplished with intentional professional learning for adult surrounding the seamless use of Echo in the classroom. **Strategy's Expected Result/Impact:** Teachers will become proficient with Echo and a variety of digital tools to enhance teaching and learning. **Staff Responsible for Monitoring:** Principal, Dean of Students, Counselor, Campus Instructional Coach, New Tech Network Coach, and Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Odessa Collegiate Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

665

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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: OCA students who will meet or exceed the STAAR progress measure will increase from 83% to 85% or higher for May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR EOC, SCA, DBA results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders and tested teachers will review disaggregated data to track and monitor the progress of all testing students. **Strategy's Expected Result/Impact:** Improvement in Tier 1 Instruction **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement PLC meetings to facilitate and plan frequent data meetings with teachers, especially after any type of campus or district assessment. **Strategy's Expected Result/Impact:** Support tested teachers and disaggregate student data within the same week of assessments. **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: OCA teachers implement and plan a reteach process and reteach assessment for those concepts not understood or missed frequently by students on campus or district assessments,. **Strategy's Expected Result/Impact:** Closing the learning gaps and improve the learning of challenging concepts for our at-risk students **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: OCA will increase the percent of students end of year RIT score (Growth in MAP Reading and Alg. I) met or exceeded individual growth projections based on MAP from 63% to 68%.

High Priority

HB3 Board Goal

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: MAP Beginning, Middle, and End of Year Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data and monitor the progress of all MAP tested students and provide feedback to students and teachers. **Strategy's Expected Result/Impact:** Improve Student Achievement, Improve Student MAP growth and scores, **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers, Students (students track their own data, too)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. **Strategy's Expected Result/Impact:** Increase student MAP achievement and growth. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, and Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Increased tutoring (FEV tutoring and after school tutoring with ELA teacher) will be implemented use MAP data for specific students to create individual plans for growth. **Strategy's Expected Result/Impact:** Improved individual student growth on MAP assessments **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

669

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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: The percentage of English I and Algebra I testers achieving Meets or Exceeds Standards on STAAR EOC will go from 83% to 88% in English I and 41% to 55% in Algebra I.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. **Strategy's Expected Result/Impact:** Increased student performance on STAA EOC **Staff Responsible for Monitoring:** Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, and develop plans to reteach and re-asses. **Strategy's Expected Result/Impact:** Increase student performance on STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards their goals is celebrated and visible in the classroom and throughout the school (weekly assemblies) to build student ownership and student goal setting. **Strategy's Expected Result/Impact:** Increase student performance on STAAR EOC **Staff Responsible for Monitoring:** Teachers, Instructional Leadership, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: Performance of OCA subgroups compared to their peers across the State of Texas will increase from 85% to 90% (28 out of 33 subgroups to 30 out of 33).

High Priority

HB3 Board Goal

Indicators of Success:
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: STAAR EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All testing teachers use a tracking system to identify all the students in their subgroups and monitor individual student progress. **Strategy's Expected Result/Impact:** Close the gaps and increase the passing rate of subgroups on STAAR EOC tests. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Identify student weaknesses and struggling students and develop timely reassessments for them throughout the school year. **Strategy's Expected Result/Impact:** Close the gaps and increase the passing rate of subgroups on STAAR EOC tests. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Campus Instructional Leadership **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus leadership and teachers keep families informed and involved in the process of their student's assessment scores, struggles, and interventions on campus. **Strategy's Expected Result/Impact:** Close the gaps and increase the passing rates of subgroups on STAAR EOC tests. **Staff Responsible for Monitoring:** Campus Instructional Leadership, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: The percentage of OCA student attendance will increase from 95.7 to 96.0 by the end of May 2023.

High Priority

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

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Track student attendance weekly and for some at-risk students, track it daily.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance rate **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Campus will provide layers of documented interventions - Attendance clerk 3 unexcused absences student contract, 5 unexcused absences teacher contract, 7 unexcused absences counselor contract in Eduphoria, 10 unexcused absences a Truancy Prevention Measures contract with the Principal. All contract meetings involve the student and parent. **Strategy's Expected Result/Impact:** Increase attendance rate for students with poor attendance. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, Teachers, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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% for the District by May 2024.

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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 for the District from 56% to 65% by May 2024.

Performance Objective 1: OCA will maintain a 100% CCMR rate for 2023.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: CCMR reports from the district

Strategy 1 Details	Reviews			
Strategy 1: OCA students will earn 9 college hours by the end of their 9th grade year.	Formative			Summative
Strategy's Expected Result/Impact: Most 9th graders will earn their CCMR point by the end of the school year by passing their 3 Freshmen college classes (1 in the Fall, 2 in the Spring) **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria.	Formative			Summative
Strategy's Expected Result/Impact: Maintain a 100% rate for CCMR **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math tests. **Strategy's Expected Result/Impact:** All OCA students will be TSI compliant. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 for the District from 56% to 65% by May 2024.

Performance Objective 2: OCA will have a 100% graduation rate for 2023.

High Priority

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Campus Data, 4 year longitudinal report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCA Principal and Counselor will monitor and track Senior students to ensure they are earning the correct credits every 9 week grading period and will intervene when Seniors show signs of poor attendance and/or poor grades. **Strategy's Expected Result/Impact:** All Seniors of the Class of 2023 will graduate in May of 2023. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, Senior AVID Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Have multiple Senior parent & student meetings to facilitate family support, supply them resources as needed, and promote an atmosphere of connectedness to ensure they feel supported by the school. **Strategy's Expected Result/Impact:** All Seniors of the Class of 2023 will graduate in May 2023 and if struggling, feel supported by the school. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, AVID Senior Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop individual graduation plans for Seniors who struggle with credits which will allow them to receive support to graduate on time in May of 2023. **Strategy's Expected Result/Impact:** All Seniors will graduate on time in May of 2023. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, AVID Senior Teacher **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 for the District from 56% to 65% by May 2024.

Performance Objective 3: OCA will increase School Connectedness from 60% to 65% by May 2023.

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 - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Embed SEL strategies from the 7 Mindsets curriculum within ALL AVID classes, grades 9-12. **Strategy's Expected Result/Impact:** Improved students' social, emotional, and academic needs **Staff Responsible for Monitoring:** AVID Teachers - grades 9-12, Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Disaggregate the student data from the Panorama Fall and Spring surveys and pay close attention to comments made by students on the survey. **Strategy's Expected Result/Impact:** Understanding and addressing the needs and concerns of our students **Staff Responsible for Monitoring:** Principal, Counselor, all Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement a proactive and responsive student support system for students to improve a positive learning environment. **Strategy's Expected Result/Impact:** All students feel comfortable to reach out to an adult on campus with their concerns and/or needs. **Staff Responsible for Monitoring:** Principal, Counselor, all Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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 for the District from 56% to 65% by May 2024.

Performance Objective 4: OCA will increase its students earning an Associate Degree rate from 85% to 90% by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Odessa College Graduation lists for Associate Degrees

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Meet weekly with Odessa College Leadership (standing weekly meeting) to discuss college academic concerns and needs of our students. **Strategy's Expected Result/Impact:** Address students' college academic concerns in a timely manner **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, Dean of Education and Fine Arts (Dean over OCA), and the OC Vice President of Student Support **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Meet quarterly (every 9 weeks) to review all student college grades. **Strategy's Expected Result/Impact:** Monitor all students' grades in college classes and intervene early to avoid academic probation or academic suspension from the college. **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison, Dean of Education and Fine Arts (Dean over OCA) **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Communicate often with college professors and maintain an alert system that college professors can utilize when they have concerns about OCA students. **Strategy's Expected Result/Impact:** Address academic concerns in all college classes in a timely manner **Staff Responsible for Monitoring:** Principal, Counselor, OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 for the District from 56% to 65% by May 2024.

Performance Objective 5: 100% of OCA students will be enrolled in an AVID course.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: OCA will maintain its School-wide Site of Distinction certification from AVID as it pursues the top accreditation of an AVID Demonstration School. **Strategy's Expected Result/Impact:** Increase the level of AVID strategies used in the instruction of all classes and in the culture of the school. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. **Strategy's Expected Result/Impact:** Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university and/or career environment **Strategy's Expected Result/Impact:** Give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. **Staff Responsible for Monitoring:** AVID Teachers, AVID Coordinator, AVID Site Team, Principal, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA. **Strategy's Expected Result/Impact:** Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. **Staff Responsible for Monitoring:** Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

OCTECHS

2022-2023 Campus Improvement Plan

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: The percent of students who meet the STAAR progress measure will increase from 66% to 69% by May of 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide feedback to teachers. **Strategy's Expected Result/Impact:** Improvement in Tier 1 Instruction. **Staff Responsible for Monitoring:** Instructional Leadership Team, (Lead Teachers, Admin, Teacher Coach). **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement schedules to facilitate weekly and recurring data meetings with teachers. **Strategy's Expected Result/Impact:** Support and build effectiveness with teachers & the turnaround of student data within 24/48 hours. **Staff Responsible for Monitoring:** Admin Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and create plans to reteach. **Strategy's Expected Result/Impact:** Closing the learning gap with students who are identified as at risk and build teacher effectiveness. **Staff Responsible for Monitoring:** Instructional Leadership Team, (Lead Teachers, Admin, Teacher Coach). **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

0% No Progress | 100% 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: The performance of OCTECHS student subgroups compared to their peers across the state of Texas will go from 34% to 43%.

High Priority

HB3 Board Goal

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: EOY STAAR 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff are engaged in coordinated and pro-active planning to identify students who have significant learning gaps or who lack key foundation skills and provide them with timely interventions throughout the school year. **Strategy's Expected Result/Impact:** Close significant gaps and increase the passing rate of students retesting. **Staff Responsible for Monitoring:** Campus wide targeted intervention team. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers use a student tracking system to monitor individual student progress and the intensity and schedule of interventions. **Strategy's Expected Result/Impact:** Close significant learning gaps and increase passing rate of students retesting while increasing student MAP scores. **Staff Responsible for Monitoring:** Campus Leadership team and classroom teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers and school staff keep families informed and involved in the process of providing interventions for struggling learners. **Strategy's Expected Result/Impact:** Close significant learning gaps, increase the passing rate of students retesting and increase MAP scores. **Staff Responsible for Monitoring:** Campus Leadership team and classroom teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 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 3: The percentage of student daily attendance will go from 94.6 % to 94.7 % by the EOY.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: Attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Establish and implement multi-tiered systems of support to track and monitor student attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks, teachers and school Admin Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Consistently track and analyze data to address individual student attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks, teachers and Admin. Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Admin./Attendance Clerks will contact families/parents when students reach or exceed 5 absences from school and create a plan to increase student attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks and Admin Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** 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 4: The percentage of English 1 and Algebra 1 testers achieving Meets or Exceeds Standard on STAAR EOC will go from Eng. I - 61% to 65% & Alg. 1 - 49% to 55% by the EOY.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders reviewed disagregated data to track and monitor the progress of all students and provide evidence base feedback to teachers. **Strategy's Expected Result/Impact:** Increase student performance on STAAR and EOC. **Staff Responsible for Monitoring:** Admin Team and Instructional Coach. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize a planning process individually and in PLCs to analyze data, identify trends in student misconceptions and create plans to reteach. **Strategy's Expected Result/Impact:** Increase student performance on STAAR and EOC. **Staff Responsible for Monitoring:** Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress towards measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Increase student performance on STAAR and EOC. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 5: OCTECHS will increase End of Year RIT score Met or Exceeded individual Growth Projections based upon MAP from 54% to 56% by May 2023.

High Priority

HB3 Board Goal

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: MAP, BOY, MOY & EOY.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus Leadership Team will review disagregated data to track and monitor the progress of all students and provide feedback to teachers. **Strategy's Expected Result/Impact:** Improve student achievement. Increase student growth based on MAP data. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students to track individual student growth throughout the school year. **Strategy's Expected Result/Impact:** Increase in student achievement. Increase student individual growth based on MAP data. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data for specific students to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Improvement in individual student growth for MAP. **Staff Responsible for Monitoring:** Teachers, Instructional Coach and Admin Team. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

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: OCTECHS students meeting at least one CCMR accountability indicator will continue to be 100%.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Yearly CCMR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers & the HS Counselor will pull student data to identify students who have not met CCMR accountability by the end of their Freshmen year. **Strategy's Expected Result/Impact:** To Increase campus CCMR accountability. **Staff Responsible for Monitoring:** Counselor and HS teachers, Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS Counselor and Odessa College Liaison will look at transcripts and courses to ensure students will meet CCMR accountability by HS graduation. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability and students will prepare for post-secondary education. **Staff Responsible for Monitoring:** HS counselor and Odessa College Liaison, Campus Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Counselor will meet with students to create a plan to either enroll students into classes or prepare for TSI. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability and students will be prepared for post-secondary education. **Staff Responsible for Monitoring:** Counselor & Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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 2: OCTECHS 4 year graduation rate will maintain at 98% or above.

High Priority

HB3 Board Goal

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders track and monitor students to intervene when students show early signs of attendance, behavior and academic concerns. **Strategy's Expected Result/Impact:** Identify struggling students and intervene early to decrease dropout rates. **Staff Responsible for Monitoring:** Classroom teachers, attendance clerks, counselor and Admin Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Targeted individual support will be provided for students who have fallen off track and a plan will be created that will lead to successful HS graduation. **Strategy's Expected Result/Impact:** Maintain and/or Increase student graduate rate. **Staff Responsible for Monitoring:** Teachers, Attendance Clerk, Counselor & Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Improve individual and family support to facilitate monitoring of students, create connectedness to the school. **Strategy's Expected Result/Impact:** Increase graduation rate and parent involvement. **Staff Responsible for Monitoring:** Teachers, counselor & Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: The percentage of students enrolling in postsecondary programs after high school graduation or entering the work force will increase from 53% to 60%.

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus
Texas Workforce Commission (TWC)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All OCTECHS Seniors will be enrolled in an AVID course to have them complete FAFSA, complete college applications, complete their college program internship experience, complete their associates degree plan, and complete other tasks to prepare them for post-secondary readiness or the world of work. **Strategy's Expected Result/Impact:** Seniors enrolled in a post-secondary institution, employed in the workforce or military. **Staff Responsible for Monitoring:** Principal, Counselor, Campus Instructional Coach and Teachers. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: OCTECHS will work with Odessa College to increase student enrollment in the BAAS program. **Strategy's Expected Result/Impact:** Increase post secondary enrollment. **Staff Responsible for Monitoring:** HS Counselor, OC Liaison & Admin Team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: OCTECHS and OC will increase the number of meaningful internships that will increase employment opportunities and they will invite Military recruiters to present to HS Seniors & Juniors. **Strategy's Expected Result/Impact:** Increase CCMR and employment opportunities. **Staff Responsible for Monitoring:** OCTECHS counselor, Admin Team and AVID Coordinator. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: OCTECHS will increase school connectedness from 61% to 62% by the EOY 2023.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of SEL curriculum using 7 Mindsets School wide. **Strategy's Expected Result/Impact:** Improve student emotional and academic performance. **Staff Responsible for Monitoring:** Teachers, Counselor and Admin Team. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of a proactive and responsive support system for students social and emotional needs to create a positive learning environment. **Strategy's Expected Result/Impact:** Improve students connection to school and create positive interactions. **Staff Responsible for Monitoring:** Teachers, Counselor & Admin Team. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Create connections between OCTECHS and families through the presentation of timely information and opportunities for students/Parents/Staff to engage in afterschool activities. **Strategy's Expected Result/Impact:** Increase student/parent connectedness and family involvement. **Staff Responsible for Monitoring:** Teachers, Counselors & Admin Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Odessa High School

2022-2023 Campus Improvement Plan

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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: Odessa High percentage of students who will meet or exceed the STAAR progress measure will go from 56% to 61% by May of 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR/EOC/SCA/DBA results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide feedback to teachers. **Strategy's Expected Result/Impact:** Improvement in Tier 1 Instruction **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implements schedules to facilitate frequent and recurring data meetings with teachers. **Strategy's Expected Result/Impact:** Support and build effectiveness with teachers and turnaround of student data within 24/48 hours. **Staff Responsible for Monitoring:** Principal/ Associate Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and create plans to reteach. **Strategy's Expected Result/Impact:** Closing the learning gap with students who are identified as at risk. Build teacher effectiveness. **Staff Responsible for Monitoring:** MCL's / Instructional coaches/ Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 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: Performance of Odessa High student subgroups compared to their peers across the state of Texas will go from 32% to 43%.

High Priority

HB3 Board Goal

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR/EOC/SCA/DBA results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. **Strategy's Expected Result/Impact:** Close significant gaps and increase the passing rate of student retesting. Increase MAP scores. **Staff Responsible for Monitoring:** Campus wide intervention team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers use a student tracking system to monitor individual student progress and the intensity and schedule of interventions. **Strategy's Expected Result/Impact:** Close significant gaps and increase the passing rate of student retesting. Increase MAP scores. **Staff Responsible for Monitoring:** Campus wide intervention team and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers and school staff keep families informed and involved in the process of providing interventions for struggling learners. **Strategy's Expected Result/Impact:** Close significant gaps and increase the passing rate of student retesting. Increase MAP scores. **Staff Responsible for Monitoring:** Campus wide intervention team and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

 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 3: The percentage of student daily attendance will go from 87% to 91% .

High Priority

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Establish and implement multi-tiered systems of support to track and monitor student attendance.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance. **Staff Responsible for Monitoring:** Attendance clerks/Teachers/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Consistently track and analyze data to address individual student attendance	Formative			Summative
Strategy's Expected Result/Impact: Increase attendance **Staff Responsible for Monitoring:** Attendance clerks, teachers and administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Administration/Attendance clerks will contact family/parent when student reaches 5 absences and create a plan to increase student attendance. **Strategy's Expected Result/Impact:** Increase in student attendance. **Staff Responsible for Monitoring:** Attendance clerks/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** 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 4: The percentage of English 1 and Algebra 1 testers achieving meets or exceeds standard on STAAR EOC will go from 20% to 35% in English 1 and 17% to 39% in Algebra 1.

High Priority

HB3 Board Goal

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. **Strategy's Expected Result/Impact:** Increase student performance on STAAR/EOC. **Staff Responsible for Monitoring:** Instructional Coaches/MCL's/Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers utilize a planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, and create plans to reteach. **Strategy's Expected Result/Impact:** Increase student performance on STAAR/EOC. **Staff Responsible for Monitoring:** Teachers/MCL's/Instructional Coaches/Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Increase in student performance on STAAR/EOC. **Staff Responsible for Monitoring:** Teachers/MCL's/Instructional Coaches/Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 5: Increase end of year RIT score met or exceeded individual growth projections based upon MAP from 48% to 56% by May 2024.

High Priority

HB3 Board Goal

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: MAP beginning, middle and end of year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide feedback to teachers. **Strategy's Expected Result/Impact:** Improve student achievement. Increase student growth based on MAP data. **Staff Responsible for Monitoring:** Teachers/Instructional Coaches/MCL's/Administration. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use MAP data to meet with students to track individual student growth throughout the year. **Strategy's Expected Result/Impact:** Increase in student achievement. Increase in individual student growth based on MAP data. **Staff Responsible for Monitoring:** Teachers/Instructional Coaches/MCL's /Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data for specific students to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Improvement in individual student growth for MAP. **Staff Responsible for Monitoring:** Teachers/Instructional Coaches/MCL's/Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

718

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: Odessa High School students who meet at least one CCMR accountability indicator will go from 39% to 65%.

High Priority

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: CCMR Data
State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Counselors and administration will pull and disaggregate data to identify students who have not met CCMR accountability. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability. Students will be prepared for post secondary education. **Staff Responsible for Monitoring:** Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Counselors along with Career and Academic Counselors will look at transcripts and courses to ensure students will meet CCMR Accountability. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability. Students will be prepared for post secondary education. **Staff Responsible for Monitoring:** Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				719

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Counselors will meet with students and create a plan to either enroll in classes or prepare for TSI. **Strategy's Expected Result/Impact:** Increase campus CCMR accountability. Students will be prepared for post secondary education. **Staff Responsible for Monitoring:** Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

720

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 2: Odessa High School graduation percentage will go from 81.7% to 88% for the class of 2023.

High Priority

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Graduation Rate Data
State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus leaders track and monitor students to intervene when students show early signs of attendance, behavior and academic concerns. **Strategy's Expected Result/Impact:** Identify struggling students and intervene early to increase graduation rate. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors,/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Increase in student graduation rate. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Improve individual and family support to facilitate monitoring of students and create connectedness to the school. **Strategy's Expected Result/Impact:** Increase graduation rate and parent involvement. **Staff Responsible for Monitoring:** Teachers/Attendance Clerks/Counselors/Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: Odessa High School will increase school connectedness from 43% to 48% for the 2023 school year.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implementation of SEL curriculum using the 7 Mindsets school wide. **Strategy's Expected Result/Impact:** Improved student emotional and academic education. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of a proactive and responsive support system for students social and emotional needs to create a positive learning environment. **Strategy's Expected Result/Impact:** Improve student connections to school. Create positive interactions. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop authentic relationships with students and family to increase involvement in school. **Strategy's Expected Result/Impact:** Increase student connectedness to the campus and family involvement. **Staff Responsible for Monitoring:** Teachers/Counselors/Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Pease Elementary

2022-2023 Campus Improvement Plan



725

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: 54% of all students in Grades K-2nd will meet or exceed their end of year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (Istation, iRead, LLI, NWEA MAP results, Guided Reading, fluency folders, informal and formals assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher data tracking meetings.. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** Administrators, MCL, MTRT, Reading Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in Reading. **Staff Responsible for Monitoring:** Administrators, MCLs, MTRTs, Blended Learning Coordinator, Reading Coach, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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: 75% of all students in Grades K-2nd will meet or exceed their end of year individual growth projections based upon MAP in Math.

High Priority

HB3 Board Goal

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: Short Cycle Assessments, NWEA MAP administered three times a year, teacher created assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (Imagine Math, NWEA MAP results, teacher made assessments) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** Administrator, MCL, MTRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in Math. **Staff Responsible for Monitoring:** Administrators, MCL, MTRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: 72% of all Kindergarten students Reading MAP will meet or exceed their end of year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, HMH weekly assessments, LLI, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and used to data to plan reteach and drive instruction. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, MCL **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in reading in Kindergarten. **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, TRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

729

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: 56% of all First students Reading MAP will meet or exceed their end of year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, HMH weekly assessments, LLI, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and used to data to plan reteach and drive instruction. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, MCL **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in reading in Kindergarten.				

Staff Responsible for Monitoring: teachers, Administrators, Reading Coach, MTRT, TRT

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

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: 56% of all Second Grade students Reading MAP will meet or exceed their end of year individual growth projections based upon MAP in Reading.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: monthly istation reports, weekly HMH assessments, Short Cycle Assessments, NWEA MAP administered three times a year;

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, HMH weekly assessments, LLI, Running Records, SCA) to ensure students are gaining the skills needed to read at incremental goals, which are determined during documented monthly student/teacher conferences. Teachers will create Know & Shows and used to data to plan reteach and drive instruction. **Strategy's Expected Result/Impact:** Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, MCL **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small group will be tailored to meet individual student needs. **Strategy's Expected Result/Impact:** Individual student growth in reading in Second Grade. **Staff Responsible for Monitoring:** teachers, Administrators, Reading Coach, MTRT, TRT **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

732

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: Staff belonging will increase from 50% to 65% on the spring 2023 staff Panorama survey.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey, staff feedback,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly staff team building activities will be implemented to increase staff connectiveness and a sense of belonging. **Strategy's Expected Result/Impact:** Improved school climate and increase in teacher retention. **Staff Responsible for Monitoring:** Administrators, committees, **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Formation of various campus committees to develop teamwork and teacher voice in campus decisions. **Strategy's Expected Result/Impact:** Improved moral and campus culture. **Staff Responsible for Monitoring:** Administrators, teachers, staff, committees **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 2: Reestablish a campus AVID site team and implement AVID strategies campus-wide to increase rigor and student college career readiness.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: AVID Coaching and Certification Instrument

Strategy 1 Details	Reviews			
Strategy 1: Insure all teaching staff are trained in AVID implementation through the ECISD AVID GROW team.	Formative			Summative
Strategy's Expected Result/Impact: Implementation and understanding of AVID strategies **Staff Responsible for Monitoring:** Administrators, teachers, AVID Site team	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate WICOR strategies within their lessons.	Formative			Summative
Strategy's Expected Result/Impact: Rigorous and equitable instruction **Staff Responsible for Monitoring:** AVID Site team, teachers, administrators.	Oct	Jan	Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Permian High School

2022-2023 Campus Improvement Plan



735

Board Goals

Revised/Approved: August 1, 2022

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: The percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 55% as measured by 2023 STAAR.

High Priority

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier 1 instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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: The percentage of students scoring meets or exceeds standard on English I EOC will increase to 45% as measured by 2023 STAAR.

High Priority

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** instructional coaches - Title Two Professional Development - $260,000, School safety summit attendance for APs - Title IV - $55,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier I instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Student progress toward measurable goals is visible in every classroom to foster student ownership and goal setting. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 3: The percentage of students meeting or exceeding the growth target will increase to 69% as measured by 2023 STAAR.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier I instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 4: The percentage of students meeting or exceeding individual growth projections will increase to 56% as measured by MAP.

High Priority

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian Administration will conduct a minimum of ten walkthrough observations per principal per week and provide coaching/feedback to teachers in a timely manner. **Strategy's Expected Result/Impact:** Tier I instruction will improve. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: High dosage tutoring will be implemented using MAP data to create individual instruction to increase student growth. **Strategy's Expected Result/Impact:** Individual student growth will improve for MAP and STAAR **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

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: Permian High School will increase the percentage of current seniors meeting at least one CCMR accountability indicator by the fall of the senior year to 25%.

High Priority

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness. **Strategy's Expected Result/Impact:** Student achievement on TSIA assessments will increase 5% from the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Middle school through high school students, parents, counselors, and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid to guide students' decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information. **Strategy's Expected Result/Impact:** Graduation rates will increase 5% from the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Through Naviance implementation, students will plan for their college and career goals, prepare for ACT/SAT exams, and complete their FAFSA. **Strategy's Expected Result/Impact:** Scores for ACT/SAT exams will increase 5% from the previous year. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, College and Career Advisor, Counselors **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Counselors will work with students to identify potential CCMR credit. **Strategy's Expected Result/Impact:** CCMR indicators will increase 5% from the previous year. **Staff Responsible for Monitoring:** Principal, Associate and Assistant Principals, Counselors, College and Career Advisors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: Permian High School will raise the School Connectedness indicator of the Panorama survey from 50% to 62% by May 2023.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian will continue to provide daily SEL curriculum through 7 Mindsets. **Strategy's Expected Result/Impact:** Students' social and emotional well-being will improve as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Permian High School will proactively build relationships and enhance communication with students and families through multiple platforms, such as SchoolStatus, Permian's website, and social media platforms. **Strategy's Expected Result/Impact:** There will be an increase in family involvement and student connectedness as measured through Panorama surveys. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 3: The four-year campus graduation rate will increase to 90% for the Class of 2023.

High Priority

Indicators of Success:
4 Year Graduate Rate - % of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate) - 90%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Permian High School's average daily attendance will increase to 90%. **Strategy's Expected Result/Impact:** As daily attendance increases, more students will be on track to graduate. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Teachers, Social Workers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus leaders will proactively track and monitor students to intervene when students show early signs of attendance, behavior, and academic concerns. Intensive individualized support will be provided for students who have fallen off track and a plan will be created that leads to graduation. **Strategy's Expected Result/Impact:** Identifying struggling students and providing early intervention will lead to an increase in graduation rates. **Staff Responsible for Monitoring:** Principal, Associate Principals, Assistant Principals, Counselors, Teachers, Social Workers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Ector County Independent School District

Reagan Academic Magnet

2022-2023 Campus Improvement Plan

749

Board Goals

Board Goal 1: Goal 1: 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: Reagan will improve STAAR growth from 94% to 95% for all subjects and tested grades.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Every grade level will identify and track data on tests taken **Strategy's Expected Result/Impact:** Student growth will improve in all areas and STAAR growth in third through fifth is the main target. **Staff Responsible for Monitoring:** all staff and building administration **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Backward planning will be used to ensure high rigor is taught in each level and subject. **Strategy's Expected Result/Impact:** Student mastery scores will increase on all tests. **Staff Responsible for Monitoring:** Administration, teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Reading buddies will be implemented in all grade levels. **Strategy's Expected Result/Impact:** Students reading levels will increase. **Staff Responsible for Monitoring:** Administration and teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Goal 1: 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: MAP scores in Reading and Math will be tracked and students scoring below 40% will have additional tutoring time.

High Priority

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: MAP RIT scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: LLI kits will be used to increase reading comprehension. **Strategy's Expected Result/Impact:** MAP scores will increase in Reading. **Staff Responsible for Monitoring:** Administration, IC and teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Do the Math kits will be used to ensure hands on learning. **Strategy's Expected Result/Impact:** Math skills will increase. **Staff Responsible for Monitoring:** Administration, IC and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Number Talks will be used in Kinder through Fifth grade. **Strategy's Expected Result/Impact:** Math skills will increase which will show on MAP and STAAR **Staff Responsible for Monitoring:** Administration, IC and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Goal 1: 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: All Reagan teachers will use SEL strategies and 7 mindsets daily to improve student connectiveness on Panorama survey from 80% to 82%.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Seven mindsets will be included in morning routine in every classroom.	Formative			Summative
Strategy's Expected Result/Impact: Students will feel more connected and it will improve SEL **Staff Responsible for Monitoring:** Teachers, administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Monthly counselor visits to the classroom.	Formative			Summative
Strategy's Expected Result/Impact: Students will be more comfortable talking about their emotions. **Staff Responsible for Monitoring:** Counselor and administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Character Traits reviewed during announcements daily.	Formative			Summative
Strategy's Expected Result/Impact: Students will understand and work to show character traits daily. **Staff Responsible for Monitoring:** Teacher, Counselor and Administration	Oct	Jan	Mar	May

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: Reagan will used observation feedback in classrooms to track and improve rigor in classroom to increase MAP growth from 67% at the end of the year to 68%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Academic Monitor sheets, Exit tickets, classroom observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Reagan will begin Reading Buddies to increase students reading levels. **Strategy's Expected Result/Impact:** Reading levels will come up in all grade levels. **Staff Responsible for Monitoring:** teachers, administration **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Monthly MasterClub celebrations for students scoring mastery on SCA's. **Strategy's Expected Result/Impact:** Student mastery level will increase on SCA's **Staff Responsible for Monitoring:** Administration, teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Academic Monitoring Form created by CIT **Strategy's Expected Result/Impact:** Students and teachers will be more aware of the academic rigor and understanding in the classroom. **Staff Responsible for Monitoring:** Administration, teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: Reagan is focused on Master Level on MAP and STAAR in 3rd grade Math from 45% to 46%, in 4th grade Math from 47% to 48% and 5th grade Math from 61% to 62%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP grow parties MOY and EOY
SCA data tracking and monthly MasterCard parties
Benchmark data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SCA data tracking for all students. **Strategy's Expected Result/Impact:** Students will take more initiative to show growth on SCA's **Staff Responsible for Monitoring:** Administration, IC, teachers and students **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will breakdown and analyze test determining why they got questions incorrect. **Strategy's Expected Result/Impact:** Students will correct and relearn strategies to increase scores on MAP and STAAR **Staff Responsible for Monitoring:** Administration, IC and Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Mastercard Celebrations students earn a mastercard every time the receive mastery on an SCA. **Strategy's Expected Result/Impact:** Students take pride in their work and strive for Mastery. Celebrations are done monthly with student names announced weekly during announcements. **Staff Responsible for Monitoring:** Administration, IC and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: Reagan will focus on increasing Masters level of STAAR Reading in 3rd grade from 62% to 63%, in 4th grade from 69% to 70% and in 5th grade from 71% to 72%.

High Priority

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: SCA, MAP, Benchmarks, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Reading Buddies upper grades paired with lower grades.	Formative			Summative
Strategy's Expected Result/Impact: Improve reading skills.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers, IC, and Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Mastercard Celebrations	Formative			Summative
Strategy's Expected Result/Impact: Students will work to show Master on SCA scores which will also improve STAAR scores.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers, IC and Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students scoring below 40% will have additional tutoring with IC or Special Area teacher **Strategy's Expected Result/Impact:** Scores will show improvement when working with small groups. **Staff Responsible for Monitoring:** IC, special area teacher and administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Reagan students will increase Mastery level on MAP and STAAR scores 2%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP and STAAR data, classroom walkthroughs, individual data binders

Strategy 1 Details	Reviews			
Strategy 1: Bilingual students will follow the Dual Language model.	Formative			Summative
Strategy's Expected Result/Impact: Reading and Math skills will increase in each language. **Staff Responsible for Monitoring:** Administration, IC and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Summit will be used in Bilingual classrooms to increase speaking and reading skills on STAAR and TELPAS.	Formative			Summative
Strategy's Expected Result/Impact: Increase scores on STAAR and TELPAS **Staff Responsible for Monitoring:** Administration and Bilingual teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Accelerated Reading will be used to improve reading comprehension. **Strategy's Expected Result/Impact:** Scores on MAP and STAAR will increase due to improving reading levels and testing. **Staff Responsible for Monitoring:** Administration, Media Specialist, teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Reagan students in Kinder through Fifth will use AVID strategies to keep them self organized which will increase scores on all testing.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: AVID binders, spot checks by teachers and administrators

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 4th & 5th students will start an Ebinder for AVID strategies and showcase of work. **Strategy's Expected Result/Impact:** Students will increase organizational skills and take pride in their work. **Staff Responsible for Monitoring:** teacher and administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Planners will be used to ensure parent and student communication on homework and skills learned. **Strategy's Expected Result/Impact:** Students will be more responsible for their own learning and take pride in their work. **Staff Responsible for Monitoring:** Teachers, students and parents **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Two and three column notes will be taught and used in third through fifth grade. **Strategy's Expected Result/Impact:** Students study skills will improve and daily work will show more mastery. **Staff Responsible for Monitoring:** Administration and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

765

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Reagan data from Panorama Survey will be used to guide needs of campus.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey data, input from CIT on how to address needs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Coffee with Principals monthly. **Strategy's Expected Result/Impact:** Parents will have more connectiveness with Principals and administration. **Staff Responsible for Monitoring:** Administration, IC and counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All Star of the Month Luncheon. **Strategy's Expected Result/Impact:** Students will build character by practicing monthly character traits. **Staff Responsible for Monitoring:** Administration, counselor and teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Seven Mindsets will be used in all classrooms. **Strategy's Expected Result/Impact:** Students will have improved Social and Emotional Learning. **Staff Responsible for Monitoring:** Administration, counselor and teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Ross Elementary

2022-2023 Campus Improvement Plan



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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: By May 2023, second and third-grade Mathematics MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAPS BOY, MOY, and EOY scores
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instruction)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: In accordance with district initiatives, scope and sequence, and ECISD-approved curriculum, our MCLs, and their team teachers will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement. **Strategy's Expected Result/Impact:** Students will be allowed to participate in a variety of learning experiences that allow for high accountability and engagement. **Staff Responsible for Monitoring:** Teachers (classroom and special area) Campus Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and filling individual student gaps. **Staff Responsible for Monitoring:** Teachers, Campus Administration **Funding Sources:** - Title One School-wide				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: All K-5 Ross teachers will implement the instructional frameworks for ELAR and Math using the district-approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. Math and Reading content rooms will be created for Practice Clinics and each K-3 teacher will receive materials needed to ensure the implementation of Guided Reading with fidelity. **Strategy's Expected Result/Impact:** K-5 students will be reading on grade level or above by the end of their grade as well as meet on grade level or above math MAP targets. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal MCLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% 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 2023, second and third-grade Reading MAP scores will have 65% of their students in each classroom meeting or exceeding their growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: MAPS BOY, MOY, and EOY scores
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will plan engaging lessons following Relay practices by focusing on the standards using TEKS Resource System and Lead4ward resources. **Strategy's Expected Result/Impact:** Lesson Plans are engaging MAPS scores will improve **Staff Responsible for Monitoring:** MCLs (Multi-Classroom Leaders) Administration **TEA Priorities:** Build a foundation of reading and math -				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers will monitor student progress on istation. **Strategy's Expected Result/Impact:** Targeted Reading intervention and Reading fluency will improve. **Staff Responsible for Monitoring:** Administrators MCLs Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Ross will follow all district calendar professional development allowances and plan relevant learning based on teacher needs as well as student data. **Strategy's Expected Result/Impact:** Teachers will benefit from professional development that is tailored to their needs. **Staff Responsible for Monitoring:** Administrators MCLs				

 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 3: By May 2023, 4th grade Reading STAAR meets scores will increase from 37% to 42%, Masters will increase from 13% to 18%.

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 - 2024 Goal: 63%

Evaluation Data Sources: Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The fourth grade teacher will be coached by a fourth grade MTRT on Balanced Literacy and successful classroom practices. **Strategy's Expected Result/Impact:** The Opportunity Culture MTRT will support the classroom teacher in improving classroom practices which will lead to student improvement. **Staff Responsible for Monitoring:** Administration MCLs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The fourth grade Reading teacher will monitor student progress on istation. **Strategy's Expected Result/Impact:** Targeted Reading intervention and Reading Fluency will improve. **Staff Responsible for Monitoring:** Administration MCLs Teacher				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The fourth grade team will follow the DDI process when analyzing data and forming reteach plans during PLCs. **Strategy's Expected Result/Impact:** Reading intervention will be effective and student Reading scores will improve. **Staff Responsible for Monitoring:** Administration MCLs				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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 4: By May 2023, 5th grade Math STAAR meets scores will increase from 25% to 35%, Masters will increase from 13% to 18% .

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staf

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Ross will use Opportunity Culture to provide teachers personaized professional learning in all grade levels. This will occur in the form of coaching, co-teaching, co-planning, and real-time feedback given by the Multi-Classroom Leaders (MCLs). **Strategy's Expected Result/Impact:** Academic Growth in Domains 2 and 3 on STAAR. MAPS data will improve **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Practice Clinics will be embedded in the Master schedule to allow for time to practice and improve teacher skills. **Strategy's Expected Result/Impact:** Teachers will be more confident and student engagement will improve. **Staff Responsible for Monitoring:** Administration MCLs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Tutoring will be provided before, during, and after school. **Strategy's Expected Result/Impact:** Increase in student achievement toward growth goals and filling individual student gaps.				

Staff Responsible for Monitoring: Administration
Teachers

 No Progress  Accomplished  Continue/Modify  Discontinue

774

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: According to Middle of Year Reading MAPS, Kindergarten will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAPS, Kindergarten will have 65% of their students meeting or exceeding their projected growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs. **Strategy's Expected Result/Impact:** The percentage of kindergarten students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Kindergarten teachers will take weekly running records during Guided Reading small group to guide fluency practice for students. **Strategy's Expected Result/Impact:** The percentage of Kindergarten students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators **ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: According to Middle of Year Reading MAPS, First grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAPS, First grade will have 65% of their students meeting or exceeding their projected growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs. **Strategy's Expected Result/Impact:** The percentage of First grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: First grade teachers will take weekly running records during Guided Reading small group to guide fluency practice for students. **Strategy's Expected Result/Impact:** The percentage of First grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: According to Middle of Year Reading MAPS, Second grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAPS, Second grade will have 65% of their students meeting or exceeding their projected growth goals.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will be supported and coached to strengthen their tier 1 instruction as well as planning quality intervention personalized to student's specific needs. **Strategy's Expected Result/Impact:** The percentage of Second grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Second grade teachers will take weekly running records during Guided Reading small group to guide fluency practice for students. **Strategy's Expected Result/Impact:** The percentage of Second grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

778

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 4: According to Middle of Year Reading MAPS, Third grade will have 50% of their students meeting or exceeding their projected growth goals, and by End of Year Reading MAPS, Third grade will have 65% of their students meeting or exceeding their projected growth goals.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Third grade Reading teachers will be trained on the utilization of Ector County ISD curriculum documents including HMH-Reading and Writing. **Strategy's Expected Result/Impact:** The percentage of Third grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize LLI Intervention with fidelity. **Strategy's Expected Result/Impact:** The percentage of Third grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

779

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 5: By May 2023, Third grade Reading STAAR Meets scores will increase from 41% to 46%, Masters scores will increase from 18% to 23%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: istation data
Short-Cycle Assessment data
BOY, MOY, EOY MAP data
Lesson plans
Walk-Throughs and Feedback
Tutoring Outcomes (data)
PLCs (Planning and Data-Driven Instructions)
Practice Clinics
On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will track 3rd grade student scores by comparing them to their 2nd grade scores as a baseline to ensure students are making progress. **Strategy's Expected Result/Impact:** Teachers will be able to determine which students need intervention. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Tutoring will be provided before, during, and after school. **Strategy's Expected Result/Impact:** The percentage of Third grade students reading at or above grade level will improve. **Staff Responsible for Monitoring:** MCLs Teachers Administrators				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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: Ross will establish and maintain strong partnerships with parents, community members, and businesses.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Ross Facebook, Website, and Twitter
Teacher/Grade level Web pages
SchoolStatus
SeeSaw
Volunteer Program (VOLY)
Teacher/Parent Conferences
Monthly Newsletters
Community Partnerships

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student celebrations and high engagement activities will be shared via social media. **Strategy's Expected Result/Impact:** Students and parents will gain confidence in student learning. **Staff Responsible for Monitoring:** PTA Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Ross will hold monthly academic parent nights. **Strategy's Expected Result/Impact:** Parents will be supportive of student learning. **Staff Responsible for Monitoring:** Teachers Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

782

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 2: Ross will utilize SEL-focused strategies to increase school connectedness on Panorama Data from 69% to 73%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Increased Attendance
Panorama Data
7 Mindsets data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Strategy's Expected Result/Impact:** SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will give daily S.E.L lessons using the 7 mindsets. **Strategy's Expected Result/Impact:** Students will feel encouraged to take academic risks in the classroom. **Staff Responsible for Monitoring:** Teachers Counselor Administration				

0% No Progress 100% Accomplished Continue/Modify Discontinue

783

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 3: Ross will implement a monthly schoolwide Writing prompt utlizing AVID W.I.C.O.R strategies to improve college, career, and military readiness.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Student Writing Folders
Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will utilize binders to help them with their organizational skills. **Strategy's Expected Result/Impact:** Students will be more successful when working independently. **Staff Responsible for Monitoring:** Teachers Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will identify in their lesson plans which AVID W.I.C.O.R skill is being targeted in each student activity. **Strategy's Expected Result/Impact:** Teachers will plan for all parts of W.I.C.O.R. **Staff Responsible for Monitoring:** Teachers MCLs Administrators				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 4: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and attendance.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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: Attendance Data
Grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets. **Strategy's Expected Result/Impact:** Barriers will be removed so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** Counselor Clerk Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will identify which students fall under these special populations, and develop additional support during daily intervention time. **Strategy's Expected Result/Impact:** Academic gaps within the special population groups will decrease. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

Sam Houston Elementary

2022-2023 Campus Improvement Plan



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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: By May 2023, 70% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA MAP Beginning, Middle and End of Year Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use the DDI process to analyze MAP Math data and ensure use of Imagine Math with fidelity. **Strategy's Expected Result/Impact:** Increased student growth on MAP Math RIT scores. **Staff Responsible for Monitoring:** Administrators, MCLs, and Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implement virtual tutors with Air Tutors for 3rd, 4th and 5th grade students. **Strategy's Expected Result/Impact:** Increased student growth on MAP Math RIT scores. **Staff Responsible for Monitoring:** Administrators, MCLs, and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Implement students leadership portfolios and parent data meetings. **Strategy's Expected Result/Impact:** Increased parent involvement in academics and increased student performance in academic areas. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.5, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Sam Houston Trainer of Trainers will properly train teachers on the effective roll out and use of the district Math framework and best practices. **Strategy's Expected Result/Impact:** Increase high quality instruction in all classrooms. **Staff Responsible for Monitoring:** Administrators and MCLs **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 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 2023, 70% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA MAP Beginning, Middle and End of Year Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston teachers and day tutor will provide LLI for Reading intervention to students. **Strategy's Expected Result/Impact:** Increased MAP Reading RIT scores **Staff Responsible for Monitoring:** Administrators, MCLs, Day tutor **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Part time tutor - Title One School-wide - $16,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased MAP Reading RIT scores, Increased STAAR Reading scores **Staff Responsible for Monitoring:** Administrators, MCLs, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Family Math and Reading Nights will be implemented to support parent knowledge in current MAP and STAAR performance expectations and how they can support at home. **Strategy's Expected Result/Impact:** Increased parental involvement in academic areas and increase student performance in math and reading MAP and STAAR. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Make and take materials - Title One School-wide - $1,400				

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 3: By May 2023, 50% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.

High Priority

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%, 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: STAAR data, SCA, CBA, ISTATION and MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Increased student performance and high quality instruction. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Campus Trainer of Trainers will ensure teachers are trained and effectively using the ECISD ELAR framework, HMH curriculum and best practices. **Strategy's Expected Result/Impact:** Increase high quality instruction for students and student growth on MAP				

and STAAR.

Staff Responsible for Monitoring: Administrators, MCLs

Title I:
2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

 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 4: Sam Houston will provide a safe and supportive school environment.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Implementation of CHAMPS, Staff, student and parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness, CHAMPS and Sexual Harassment training. **Strategy's Expected Result/Impact:** Safe and supportive environment **Staff Responsible for Monitoring:** Administrators, Counselors **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building. **Strategy's Expected Result/Impact:** Solid classroom management systems, safe and support environment **Staff Responsible for Monitoring:** Administrators, Counselor, CHAMPS site team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Administrators will create a model school-wide Relay playbook for effective routines and procedures. **Strategy's Expected Result/Impact:** Safe and Supportive Learning environment where student needs are kept at the forefront. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- 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 5: Sam Houston student attendance will increase from 91.2% to 93% in 2023.

High Priority

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

Evaluation Data Sources: End of year attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Monthly celebrations will be provided to classrooms with the highest percentages and will include parents. **Strategy's Expected Result/Impact:** Improved student attendance rate **Staff Responsible for Monitoring:** Administrators, Attendance Committee, Teachers and Clerk **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** incentive prizes - Local - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Perfect attendance shirts will be given each 9 weeks to students. **Strategy's Expected Result/Impact:** Improved student attendance rate **Staff Responsible for Monitoring:** Administrators, Attendance Committee, Teachers and Clerk **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** shirts - Local - $400				

0% No Progress 100% Accomplished Continue/Modify Discontinue

795

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 6: By May 2023, 50% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

High Priority

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%, 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: STAAR data, SCA, CBA, ISTATION and MAP

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: 50% of 2nd grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs 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. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Administrators, MCLs and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased student growth in reading. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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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: 50% of Kindergarten students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs 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. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Administrators, MCLs and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased student growth in reading. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

798

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: 50% of 1st grade students will read at or above grade level by May 2023.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs 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. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Administrators, MCLs and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased student growth in reading. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: 50% of 3rd grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: ISTATION, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs 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. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Administrators, MCLs and Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will participate in the use of Istation as a supplement between 60 - 90 minutes weekly. **Strategy's Expected Result/Impact:** Increased student growth in reading. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

 No Progress  Accomplished  Continue/Modify  Discontinue

800

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 5: Sam Houston will provide strategic staffing and compensation systems during 2022-2023.

Indicators of Success:
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: Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston will have Multi-Classroom Leaders that support classroom teachers and the PLC processes on campus. **Strategy's Expected Result/Impact:** Increased professional learning for teachers on MCL teams and increased student performance **Staff Responsible for Monitoring:** Administrators and MCLs **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** stipend allotments for MCLs, RAs and TRs - Local - $84,000				

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

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: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2022-23 school year.

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 - 2024 Goal: 63%

Evaluation Data Sources: AVID Binders, Leader In Me student portfolios, student planners

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder, leadership portfolio and planner. **Strategy's Expected Result/Impact:** Student organization will improve and parents will be knowledgeable of daily learning and goals. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

802

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 2: Teachers will focus on intervention and tutoring services for Title One identified OSP (Homeless, Foster and Military students) to ensure that a minimum of 80% meet their MAP growth goals by May 2023.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: End of Year MAP, Istation and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Identified students will participate in after school tutoring, day tutoring, online tutoring and/or intervention groups within their classroom. **Strategy's Expected Result/Impact:** increased student growth on MAP and STAAR **Staff Responsible for Monitoring:** Administrators, Counselors and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** part time day tutor - Title One School-wide - $16,000				

803

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will implement a Campus-wide Career week. **Strategy's Expected Result/Impact:** Student increased awareness in college and careers. **Staff Responsible for Monitoring:** Administrators, Counselor **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

804

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 3: By Spring 2023, Sam Houston will increase students connectedness to school as measured by the Panorama Survey from 65% to 75%.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Sam Houston will implement daily Leader In Me lessons and weekly 7 Mindsets lessons in all grade levels to promote a safe and positive culture. **Strategy's Expected Result/Impact:** Increased student connectedness **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

San Jacinto Elementary

2022-2023 Campus Improvement Plan

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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: Students in grades 3-5 will increase the meets standard on state assessments from 48% to 54% across all tested content areas by the end of May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will be immersed in strong Tier 1 instruction as well as quality intervention personalized to their specific needs. **Strategy's Expected Result/Impact:** There will be an increase in students who are confident and competent in their acquisition of knowledge and more likely to set academic goals and gain the skills necessary to reach said goals. **Staff Responsible for Monitoring:** Teachers, administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Think Up Resource- Math and ELAR - Title One School-wide - $10,000				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: A continuous spiral review during RtI will be implemented to support more practice of STAAR redesign question types and constructed responses on STAAR Reading. **Strategy's Expected Result/Impact:** 40% of 3rd graders, 50% of 4th graders, and 55% of 5th graders will meet standard on RLA STAAR **Staff Responsible for Monitoring:** Teachers, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Lone Star Learning Target RLA - Title One School-wide - $5,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-5 grade classrooms will use LoneStar Math as a daily TEKS based spiral review. **Strategy's Expected Result/Impact:** Students will practice, mastery, and gain a deeper, more fluid understanding of various mathematical skills **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Teachers will help students close academic gaps for specific math concepts by utilizing Sirius math resources during intervention. **Strategy's Expected Result/Impact:** Students will increase their mathematical processing and skill based application within targeted math concepts **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

 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: Campus MAP math fall to spring projected growth will increase from 76% to 81%

High Priority

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: MAP growth reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide first grade teachers will more extensive planning support and effective modeling that will enhance math instruction. **Strategy's Expected Result/Impact:** The teachers will have a deeper understanding of the TEKS therefore student growth on first grade MAP math will increase from 67% to 72% **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide third grade teachers with more extensive planning support and effective modeling that will enhance math instruction. **Strategy's Expected Result/Impact:** The teachers will have a deeper understanding of the TEKS therefore student growth on third grade MAP math will increase from 63% to 70% **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy**				810

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: K-5 grade classrooms will use LoneStar Math as a daily TEKS based spiral review. **Strategy's Expected Result/Impact:** Students will practice, mastery, and gain a deeper, more fluid understanding of various mathematical skills. **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

 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 3: Campus MAP reading fall to spring projected growth will increase from 62% to 70%

High Priority

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: MAP growth reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus staff will track and monitor monthly Istation student data and progress monitoring with an Istation data wall and virtual data binders. **Strategy's Expected Result/Impact:** Teachers will increase their knowledge of students' present levels of readiness in reading comprehension, vocabulary, phonics, and fluency. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The campus will continue its consistent implementation of HMH to support targeted reading lessons K-5. **Strategy's Expected Result/Impact:** The students will apply reading strategies and analyze various texts to make connections and synthesize relevant ideas. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				812

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The campus will continue to purchase AR and encourage students to read and take quizzes. **Strategy's Expected Result/Impact:** 70% of all students will meet their AR points goal and quiz average of 85% and above. **Staff Responsible for Monitoring:** Teachers, Media Specialist, Administrators **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** Accelerated Reader - Title One School-wide - $7,000				

No Progress | Accomplished | Continue/Modify | Discontinue

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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: The percentage of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR will increase from 40% to 45% by May 2023.

High Priority

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, 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%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The campus will continue to purchase AR and encourage students to read and take quizzes. **Strategy's Expected Result/Impact:** 70% of all students will meet their AR points goal and quiz average of 85% and above. **Staff Responsible for Monitoring:** Teachers, Media Specialist, Administrators **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** Accelerated Reader - Title One School-wide - $7,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All 3rd grade teachers will receive support and training from a lead technology teacher who will ensure that they are consistently implementing technology aligned to the standards, which will increase student achievement. **Strategy's Expected Result/Impact:** All 3rd grade students will have a smooth transition from 2nd grade and will independently master using all virtual platforms and tools and acquire skills that will enhance their success on Reading and Math STAAR. **Staff Responsible for Monitoring:** Technology Support, Administrators. Teachers **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Technology Lead Teacher (Stipend) - Title One School-wide - $3,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Students in grades 1st-3rd grade will increase the MAP reading fall to spring projected growth met from 54% to 60% by May 2023.

High Priority

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: 1st grade- 52%, 2nd grade- 54%, 3rd grade- 56%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff members and students will increase progress monitoring of individual student data trackers and student-teacher conferencing in grades 1st-3rd using data from Istation and MAP reports. **Strategy's Expected Result/Impact:** Students will have a clear understanding of their present level of readiness, and how to improve their areas of growth in reading. **Staff Responsible for Monitoring:** Students, teachers, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Innovative staffing decisions will be made to build capacity in 1st and 2nd grade classroom teachers. **Strategy's Expected Result/Impact:** The quality of instruction in grades 1st and 2nd reading will become rigorous, which will increase the percentage of 1st and 2nd graders meeting their projected growth. **Staff Responsible for Monitoring:** Administrators, MCLs, TRT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Instructional Coach Exchange for Opportunity Culture - Title One School-wide - $72,000, Flex Aide Position Exchanged for Opportunity Culture - Local - $30,000				

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

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: Kindergarten students will increase their measurable readiness from 65% to 68% according to the BOY mClass readiness assessment.

High Priority

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: mClass

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten students will continue to receive high level reading support through data-informed instruction provided by Istation and a strong balanced literacy program. **Strategy's Expected Result/Impact:** Kindergarten readiness will continue to increase. **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will continue to be supported with daily, targeted LLI intervention lessons **Strategy's Expected Result/Impact:** Students will increase their early reading acquisition skills and begin reading by the end of Kindergarten.				

Staff Responsible for Monitoring: Teachers, students. administrators

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy**

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: For MAP reading, kindergarten students will increase from 63% to 68% for fall to spring projected growth.

High Priority

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: An increase in kindergarten students meeting their projected rit.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kindergarten students will continue to receive high level reading support through data-informed instruction provided by Istation and a strong balanced literacy program. **Strategy's Expected Result/Impact:** Kindergarten readiness will continue to increase. **Staff Responsible for Monitoring:** Teachers, students, administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will continue to be supported with daily, targeted LLI intervention lessons **Strategy's Expected Result/Impact:** Students will increase their early reading acquisition skills and begin reading by the end of Kindergarten. **Staff Responsible for Monitoring:** Teachers, students. administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

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 No Progress  Accomplished  Continue/Modify  Discontinue

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: Student daily attendance will increase from 90% to 93% by the end of May 2023.

High Priority

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Classrooms with the highest attendance on a weekly basis will be recognized during morning announcements. Students with perfect attendance will be recognized on an individual basis every 9 weeks. **Strategy's Expected Result/Impact:** Motivate students and parents to increase the number of days in school. **Staff Responsible for Monitoring:** Administrators, Counselor, Clerk, Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Attendance Rewards - Local - $500, Attendance Prizes (Bikes, Technology etc.) - Title One School-wide - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Refined systems of communication regarding attendance/truancy between administrators, teachers, and office staff will increase awareness and warrant additional supports to parents and students. **Strategy's Expected Result/Impact:** Staff will gain a clearer understanding of responsibilities when contacting parents and filing truancy contracts as well as assisting with resources if needed. **Staff Responsible for Monitoring:** SAS Counselor, Counselor, Administrator, Clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

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

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 2: School connectedness will increase from 71% to 74% by the end of May 2023.

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 - 2024 Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Students will receive an increase of SEL support in addition to RCA inspired classroom and school-wide culture. **Strategy's Expected Result/Impact:** Students will feel more connected to the campus therefore increase their engagement and feelings of belongingness. **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** RCA paraphernalia for students and parents - Title One School-wide - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: To prepare students for CCMR and increase attendance, school branding will enhance school connectedness, school beautification, and school pride. **Strategy's Expected Result/Impact:** The aesthetics of the building will be more welcoming and the environment will be non-threatening and more conducive to learning and high expectations. **Staff Responsible for Monitoring:** Faculty and staff **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Results Driven Accountability** **Funding Sources:** School Branding Door Graphics/Screening Wrap (front entrance) - Title One School-wide - $3,000				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Develop and sustain more opportunities for parent involvement and engagement opportunities that center on student progress and performance. **Strategy's Expected Result/Impact:** Announced parent meetings on multiple platforms will be better publicized and supported by families and the community. **Staff Responsible for Monitoring:** Staff **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: 100% of 4th and 5th grade students being served through AVID will make measurable progress in being accountable for organization and time-management.

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: binder checks, parent signatures in planners, decrease in transition time/increase in seamless classroom protocols.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The students will record lesson objectives in their planners from each class daily. **Strategy's Expected Result/Impact:** Students will be aware of their academic expectations and become more accountable for completing and submitting their assignments in a timely manner. **Staff Responsible for Monitoring:** Students, teachers, parents **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will ensure that students understand and engage in clear school-wide and classroom protocols that support safe and efficient transitions. **Strategy's Expected Result/Impact:** Clear transitions will maximize instructional time. **Staff Responsible for Monitoring:** Administrators, teachers, students **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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Ector County Independent School District

Travis Magnet Elementary

2022-2023 Campus Improvement Plan

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Board Goals

Board Goal 1: Goal 1: 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: 65% of students will meet or exceed their individual growth projections on MAP Math by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use 2022 EOY MAP data for data wall tracking that will be updated throughout the year with BOY, MOY and EOY data. **Strategy's Expected Result/Impact:** Students will show growth and track their own data for move up. **Staff Responsible for Monitoring:** Campus Admin and content leads, and students tracking their own data. **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** print and folders - Local - $250				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will use SCAs for planning using "Know and Shows", "backwards planning" and data desegregation and next steps in weekly PLC meetings (Every Tuesday). **Strategy's Expected Result/Impact:** Quality Tier 1 instruction. Intentional Reteaching/Planning **Staff Responsible for Monitoring:** Admin, Instructional Specialist, Content Leads **Title I:** 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach for teachers to be intentional in their planning with one-on-one instructional help. **Strategy's Expected Result/Impact:** Teacher awareness of student progress and growth. DDI, Backwards Planning **Staff Responsible for Monitoring:** Principal Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Title I - Title One School-wide - $17,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

827

Board Goal 1: Goal 1: 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: 65% of students will meet or exceed their individual growth projections on MAP Reading by May 2023.

High Priority

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: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Approximately 60 students will be provided high yield one-on-one tutoring after school to target reading comprehension. **Strategy's Expected Result/Impact:** High Yield One on One tutoring will show growth in Reading. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Instructional Coach **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** ESSR state/federal funding from C&I for FEV High Yield Tutoring - ESSER III - $60,000, - Title One School-wide - $16,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers with open periods will be scheduled to go into reading classes to assist with reading as allowed by schedules. **Strategy's Expected Result/Impact:** Students will show an increase in scores on MAP and LLI. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: LLI Intervention 5 times a week for students not performing at grade level. LLI grouping will be reviewed and updated to ensure student growth after MAP and Istation testing is complete. **Strategy's Expected Result/Impact:** Students will show an increase in scores on MAP, LLI and Istation data. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Goal 1: 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, 50% of students, 3rd-5th, will reach STAAR Meets in Math.

High Priority

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%, 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: STAAR Data
MAP EOY
Do The Math
Isation Math
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use SCAs for planning using "Know and Shows", "backwards planning" and data desegregation and next steps in weekly PLC meetings (Every Tuesday). **Strategy's Expected Result/Impact:** Quality Tier 1 instruction. Intentional Reteaching/Planning **Staff Responsible for Monitoring:** Principal Teachers Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Approximately 60 students will be provided with high yield instruction and FEV Tutoring after school for students not making progress on MAP and Istation Math. **Strategy's Expected Result/Impact:** High Yield One on One tutoring will show growth in Reading. **Staff Responsible for Monitoring:** Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 5 walkthroughs a week to document progress in Eduphoria. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 1: Goal 1: 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 4: By May 2023, 50% of students, 3rd-5th, will reach STAAR Meets in Reading.

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%, 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: STAAR
MAP EOY
Istation
SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use SCAs for planning using "Know and Shows", "backwards planning" and data desegregation and next steps in weekly PLC meetings (Every Tuesday). **Strategy's Expected Result/Impact:** Quality Tier 1 instruction. Intentional Reteaching/Planning **Staff Responsible for Monitoring:** Principal Instructional Coach **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI Intervention 5 times a week for students not performing at grade level. LLI grouping will be reviewed and updated to ensure student growth after MAP and Istation testing is complete. **Strategy's Expected Result/Impact:** Students will show an increase in scores on MAP, STAAR, LLI and Istation data. **Staff Responsible for Monitoring:** Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Approximately 60 students will be provided with high yield instruction and FEV Tutoring after school for students not making progress on MAP and Istation. **Strategy's Expected Result/Impact:** High Yield One on One tutoring will show growth in Reading. **Staff Responsible for Monitoring:** Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: Campus administrators will offer job-embedded, observation/feedback cycle with personalized professional learning systems for teachers during reading and guided reading scheduled times to improve STAAR Reading scores by 10%.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: Walkthrough Progress Improvement
MAP
STAAR
Improvement in Tier 1 instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will conduct a minimum of 5 documented weekly observations to with 2 face-to-face feedback session to monitor and improve Tier 1 instruction. **Strategy's Expected Result/Impact:** Walkthroughs will show implementation of job-embedded PD, implementation of observation and feedback cycle, resulting in improved student outcome and an increases in TTESS domain percentages. **Staff Responsible for Monitoring:** Campus Administrators Instructional Coach **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Master schedule has a 40 minute time period at the end of each day for intentional LLI implementation across the campus (2:20pm -3:10pm). **Strategy's Expected Result/Impact:** MAP MOY/EOY Istation LLI Growth STAAR **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: 60% of third grade students will meet or exceed their individual growth projections on MAP Reading by May 2023.

High Priority

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: BOY, MOY and EOY MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Instructional specialists will work with teachers on Tier 1 instruction, backwards planning and data desegregation. **Strategy's Expected Result/Impact:** The IC will work with teachers and improve outcome as evidenced by observations and student scores/growth. **Staff Responsible for Monitoring:** Principal Instructional Coach **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** IC staffing at Campus - Title One School-wide - $66,000, IC Staffing at Campus Payroll addition - Title One School-wide - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Master schedule has a 40 minute time period at the end of each day for intentional LLI implementation across the campus (2:20pm -3:10pm). **Strategy's Expected Result/Impact:** Teachers will have effective 40-60 minutes each daily guided reading, guided math and intervention including with LLI kits embedded **Staff Responsible for Monitoring:** Camps administrators, Content Leads **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Training Saturday Stipend 15 Teachers & TOT Trainers - Title One School-wide - $16,000, Training Saturday Stipend 15 Teachers Payroll Fee - Title One School-wide - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Campus will strive to increase Adult/Student School connectedness measure from 78% to 79% (district average in 60s%).

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Fall and Spring results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement strategies learned from campus professional development such as Relay, (Observation/Feedback, Classroom Rigor), 7 Mindsets, 7 Habits, and Fundamental Five on how to engage students. **Strategy's Expected Result/Impact:** Walkthroughs will move to showing more students engaged, and that rigor is at a higher level. **Staff Responsible for Monitoring:** Content leads, campus administrators. **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Travis will work to show 95% participation rate by putting in accountability checklists, calendars, clear communication, and opportunities for completion. **Strategy's Expected Result/Impact:** All participation rates will be 95% or above. **Staff Responsible for Monitoring:** Administrators and campus leadership team. **Title I:** 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools				

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

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Travis will strive to have 100% of 5th Graders using their AVID Binders and Organization procedures.

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Walkthroughs by Admin and Leadership to verify use.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 5th Grade Teachers will receive training and expectations for AVID Binder set up and organization. **Strategy's Expected Result/Impact:** At Middle of Year, walkthrough will show 75% of students using binders successfully **Staff Responsible for Monitoring:** Campus Admin, Instructional Staff, content Leads **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Admin will conduct bi-monthly audits of student Binder usage. **Strategy's Expected Result/Impact:** Students will be using binders correctly. Each bi-monthly audit will show an increase of correct usage, so that end of year has 100% of students using their AVID binders correctly. **Staff Responsible for Monitoring:** Admin, Instructional Staff, and content leads **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL).

Evaluation Data Sources: 100% of teaching staff will engage in professional learning about SEL research and practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. **Strategy's Expected Result/Impact:** 100% of staff will engage in professional learning about SEL research and practice and can be noticed in hallways and in classrooms. **Staff Responsible for Monitoring:** Administrators, counselor and classroom teachers. **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Students will engage in the 7 Mindsets lessons delivered in classroom. **Strategy's Expected Result/Impact:** 100% of students will engage in 7 Mindset lessons and will be noticed in hallways and celebrated on Kindness Wall. **Staff Responsible for Monitoring:** Administrators, counselor and classroom teachers. **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Walkthroughs, lesson plans, MAP growth assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Travis staff will facilitate parent/student academic workshops with a focus on reading and math strategies. **Strategy's Expected Result/Impact:** Increase reading and math comprehension and strategies for students and parents. **Staff Responsible for Monitoring:** Teachers Paraprofessionals Instructional Coach Reading Coach Administrators **Title I:** 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $1,297				

 No Progress  Accomplished  Continue/Modify  Discontinue

Ector County Independent School District

Wilson & Young Middle School

2022-2023 Campus Improvement Plan

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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: Working with TRANSEND Wilson & Young will work to provide all learners with experiences that provide high expectations along with equitable access to many opportunities. Through a blended learning model learners will have opportunities to choose their individual learning path. Over a three year period the campus redesign will provide learners with the knowledge to expand individual learning.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Short Cycle Assessments
MAP growth data
Student/Teacher survey's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson & Young will implement the instructional frameworks using blended learning for ELAR and Math using the district approved curriculum resources that meet the learning needs of all students while ensuring all students have equitable access to rigorous resources aligned to the TEKS. **Strategy's Expected Result/Impact:** Increase student growth to 70% of our students meeting or exceeding their projected growth in math and 70% in reading as determined by the NWEA MAP Growth Assessment in reading. **Staff Responsible for Monitoring:** Administrators, Transcend, teachers, Instructional Coach, Multi-Classroom Leaders - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy**				843

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson & Young will implement and monitor teachers instructional and classroom practices using a coaching framework. **Strategy's Expected Result/Impact:** Blended learning model **Staff Responsible for Monitoring:** Administrators, Transcend, Instructional Coach, Multi-Classroom Leaders **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** 2 instructional coaches to provide support in all content areas - Title One School-wide - $140,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Classroom technology, materials and furniture for flexible seating and workstations will be provided to enhance the learning environment for students. **Strategy's Expected Result/Impact:** Increase in engagement and student growth and success. **Staff Responsible for Monitoring:** Teachers/Admin **Title I:** 2.6 **Funding Sources:** Classroom technology and furniture - Title One School-wide - $20,000				

 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: Wilson & Young will develop a comprehensive communication plan focused on increasing exposure and promoting parent and community engagement.

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 - 2024 Goal: 63%

Evaluation Data Sources: Parent engagement surveys
Parent participation in school activities
Parent participation on the social media pages for WY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Consistent and clear communication delivered to parents in a timely manner.(social media, weekly bulletins) **Strategy's Expected Result/Impact:** Parent involvement **Staff Responsible for Monitoring:** Administration **Title I:** 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** supplies for parent communication/data folders, supplies for parent engagement activities - Title One School-wide - $3,879				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize data folders to share information and data with parents in order to help them understand how they can best help their students excel at school. **Strategy's Expected Result/Impact:** Increase in parent involvement and higher levels of success for students **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 4.1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers and staff will utilize school status to better involve and communicate with parents throughout the year. **Strategy's Expected Result/Impact:** Increased parent involvement and engagement **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 2.5				

 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 3: The percentage of students scoring meets or exceeds standard on Algebra I will increase to 90% as measured by 2023 STAAR.

High Priority

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Benchmark, SCA, STAAR, Students Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Admin/Teachers/MCL **Title I:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize data to create individualized plans for students and provide intervention during class or before/after school. **Strategy's Expected Result/Impact:** Increase in meets/masters percentages on STAAR **Staff Responsible for Monitoring:** Teachers/Admin/MCL **Title I:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade math team during PLC through DDI/Know and Show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in STAAR meets/masters percentages **Staff Responsible for Monitoring:** Admin/MCL/teachers **Title I:** 2.4				

 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 4: The percentage of students scoring meets or exceeds standard on in 6th grade math will increase to 40% as measured by 2023 STAAR.

High Priority

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible for Monitoring:** Admin/Instructional coaches/Teachers **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention daily by targeting students who need intervention in growth and/or achievement. Daily intervention will take place through embedded time in the math block or before/after school tutoring. **Strategy's Expected Result/Impact:** Increase in student growth and achievement. **Staff Responsible for Monitoring:** Administators/teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Tutoring - Title One School-wide - $75,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers/tutors will utilize Forde and Ferrier books to help with intervention **Strategy's Expected Result/Impact:** Increase in growth and achievement in math **Staff Responsible for Monitoring:** Admin/teachers **Title I:** 2.4, 2.6 **Funding Sources:** Forde and Ferrier workbooks - Title One School-wide - $30,000				

 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 5: The percentage of students scoring meets or exceeds standard on in 8th grade math will increase to 35% as measured by 2023 STAAR.

High Priority

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teacher **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize data to create individualized plans for students and provide intervention during class or before/after school. **Strategy's Expected Result/Impact:** Increase in student achievement, specifically with meets and masters percentages **Staff Responsible for Monitoring:** Administration, teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade math team during PLC through DDI/Know and Show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Administrators, teachers, MCL **Title I:** 2.4, 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

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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 6: The percentage of students scoring meets or exceeds standard on in 8th grade English will increase to 60% as measured by 2023 STAAR.

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using Istation along with short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly. **Strategy's Expected Result/Impact:** Student achievement will increase, on MAP and STARR **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will utilize Forde and Ferrier to provide individualized intervention before, during and/or after school. **Strategy's Expected Result/Impact:** Increase in student achievement and growth **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: MCL will collaborate with the 8th grade ELAR team during PLC through DDI/know and show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement, and better instruction in classrooms daily				

Staff Responsible for Monitoring: Adminstrators/MCL/teachers

Title I:
2.4, 2.6

 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 7: 7th grade math will increase achievement scores to 50% meets as measured by the 2023 STAAR test

High Priority

Indicators of Success:
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: STAAR, benchmarks, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Higher levels of achievement on STAAR **Staff Responsible for Monitoring:** Administrators/instructional coach/teachers **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention during their embedded math block and during before/after school tutoring **Strategy's Expected Result/Impact:** Increase in achievement and growth **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will provide intervention utilizing Forde and Ferrier workbooks **Strategy's Expected Result/Impact:** Increase in achievement and growth due to rigorous resources during intervention **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4				

 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 8: Wilson and Young Middle School will show an increase in student growth on STAAR from 66% to 85% as measured by the 2023 STAAR test.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR, benchmark, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. **Strategy's Expected Result/Impact:** Increase in student growth on STAAR and MAP **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young staff will invite students to participate in Saturday school in the spring in order to target students who need an increase in growth and achievement. **Strategy's Expected Result/Impact:** Higher percentage of students meeting growth on STAAR **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Grade level teams will analyze data after the spring benchmark and create groups and individualized plans to target intervention. (Instructional coaches and all admin will help with tutoring to help students meet growth goals). **Strategy's Expected Result/Impact:** Higher levels of growth on STAAR				

Staff Responsible for Monitoring: Administrators/Instructional coaches/teachers

Title I:
2.4, 2.6

 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 9: 7th grade ELAR will increase STAAR scores to at least 65% meets scores as measured by 2023 STAAR.

Indicators of Success:
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: STAAR, benchmarks, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Increase in achievement on STAAR **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will provide intervention during the embedded time in their ELAR block based on individual student needs. **Strategy's Expected Result/Impact:** Increase in student achievement and growth **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will utilize Forde and Ferrier for student intervention. **Strategy's Expected Result/Impact:** Increase in the rigor of student intervention **Staff Responsible for Monitoring:** Administrators/Teachers **Title I:** 2.4, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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 10: Wilson and Young will increase Science meets scores to 65% as measured by STAAR 2023.

Indicators of Success:
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: STAAR, benchmark, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Increase in science achievement **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Science teachers, with the help of the IC, will analyze SCA and benchmark data in order to create individualized student plans and provide intervention accordingly. **Strategy's Expected Result/Impact:** Increase in percentages of science meets and masters students **Staff Responsible for Monitoring:** Teachers/instructional coach/Administrators **Title I:** 2.4, 2.6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

859

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 11: Wilson and Young will increase approaches in Social Studies to 70% as measured by STAAR 2023.

High Priority

Indicators of Success:
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: STAAR, benchmark, SCA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers, with the help of admin, department head, and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily. **Strategy's Expected Result/Impact:** Increase in student achievement in social studies **Staff Responsible for Monitoring:** Department head/teachers/IC/administrators **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Social studies teachers, with the help of the IC and department head, will analyze SCA and benchmark data in order to create individualized student plans and provide intervention accordingly. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Department head/IC/teachers/administrators **Title I:** 2.4, 2.6				

No Progress Accomplished Continue/Modify Discontinue

860

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.

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: Increase the school connectedness through out the campus by 10% on the Panorama survey.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey, Discipline referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Use fall Panorama survey data to target areas of getting students to have a connectedness towards their campus. **Strategy's Expected Result/Impact:** Student connectedness will increase by 10% **Staff Responsible for Monitoring:** Administrations, teachers, support staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: We will decrease the number of student referrals from 739 to under 500 for the 2023 school year. **Strategy's Expected Result/Impact:** Better culture which will increase students success. **Staff Responsible for Monitoring:** Admin/teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Students will participate in the Ranger challenge of the week. **Strategy's Expected Result/Impact:** Improve school culture **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5				

No Progress Accomplished Continue/Modify Discontinue

862

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 2: Annual student attendance will increase from 92.2 in 2021-2022 to 94.7 in 2022-2023

High Priority

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

Evaluation Data Sources: Ascender attendance data
Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)
School status dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance. **Strategy's Expected Result/Impact:** Increase in student attendance to 94.5% **Staff Responsible for Monitoring:** Administration/clerk/teachers **Title I:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Administration, office staff and counselors will complete parent contacts and attendance truancy contracts in order to improve daily attendance. **Strategy's Expected Result/Impact:** Increase attendance rate to 94.7 **Staff Responsible for Monitoring:** Administration, Attendance clerk, Teacher **Title I:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Provide incentives for students with perfect attendance over a six week period. **Strategy's Expected Result/Impact:** Increase student attendance to 94.5% **Staff Responsible for Monitoring:** Administration, Attendance clerk, Teacher				

Title I: 2.5				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: Wilson & Young will increase the belief held by students that adults and peers in school care about their learning as well as about them as individuals.

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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama survery

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social and emotional lessons will take place rotating between different content area classes weekly. **Strategy's Expected Result/Impact:** Student emotional well-being will improve. **Staff Responsible for Monitoring:** Administration/teachers/counselors **Title I:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Teachers will be trained on the SEL curriculum in order to teach it in class, so they will be able to better support students with their social-emotional health. **Strategy's Expected Result/Impact:** Students' emotional needs will be better met. **Staff Responsible for Monitoring:** Administrators/counselors/teachers **Title I:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Our SAS counselor will be pulling individual students and small groups for check-ins and counseling in order to better support student mental health. **Strategy's Expected Result/Impact:** Higher levels of support for student mental health **Staff Responsible for Monitoring:** Administrators/Counselor **Title I:** 2.5				

0% No Progress 100% Accomplished Continue/Modify Discontinue

865

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 4: Wilson and Young Middle School will increase college and career readiness by creating opportunities for students to develop instructional routines and skills that support secondary academic success which leads to post-secondary and career readiness.

High Priority

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%

Evaluation Data Sources: AVID evidence, exit ticket data, student success and achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence from all content area classrooms. **Strategy's Expected Result/Impact:** Students will be more prepared for high school and college through AVID skills. **Staff Responsible for Monitoring:** AVID site team, all teachers and administrators **Title I:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young students will utilize planners, note-taking strategies, high levels of questioning, and college research projects in order to prepare them for both high school and post-high school education. **Strategy's Expected Result/Impact:** Students will be better prepared for high school and college level classes. **Staff Responsible for Monitoring:** Teachers, AVID site team, Administrators **Title I:** 2.5				

No Progress | Accomplished | Continue/Modify | Discontinue

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 5: Wilson & Young will recruit, develop and retain highly-effective individuals and will increase retention rate by 5% for the 22-23 school year.

High Priority

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 - 2024 Goal: 63%

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson & Young will provide support through the RELAY coaching model. Using strategies from Get Better Faster, such as modeling, scripting lesson, and coaching conversations. **Strategy's Expected Result/Impact:** To develop and retain highly-effective teachers **Staff Responsible for Monitoring:** Administration, MCL, MTRT, Instructional Coach **Title I:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will implement Fundamental 5 program on our campus this year to all teachers. **Strategy's Expected Result/Impact:** There will be an improvement in teaching and learning throughout the campus. **Staff Responsible for Monitoring:** Administrators/Instructional coaches **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Ector County Independent School District

G.E."Buddy" West Elementary

2022-2023 Campus Improvement Plan

868

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: By May 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA, BOY, MOY, EOY MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Utilize DDI process to disaggregate MAP data. **Strategy's Expected Result/Impact:** 55% of our students will meet their growth goal for the year. **Staff Responsible for Monitoring:** Leadership Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: FEV Tutoring for 3rd - 5th grade performing below grade level one hour a week in Math. Istation math for 3rd - 5th 3x a week 30 minutes. **Strategy's Expected Result/Impact:** Increase MAP growth. Students will meet growth goal. **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction				869

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 resources will be used to provide Academic Nights (MATH) where teachers train parents in the importance of the Math TEKS and how to help their child at home. Parent Data meetings will also be held twice a year. **Strategy's Expected Result/Impact:** Parent Knowledge in Math Parent Knowledge and Awareness of Student's Progress **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Title One Parent Training - Title One School-wide - $2,400				

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 2023, 75% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: MAP Growth Assessments, MOY, BOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All grade levels will meet weekly with their team and principal to review data, lesson plans, create a plan of action, and discuss follow through. Grade levels will also meet with IC to follow through. MCLs will meet 2 times a week with 1st, 4th and 5th grade. Principals will meet will all grade levels weekly. We will all monitor LLI and Do The Math intervention in all grade levels. **Strategy's Expected Result/Impact:** Improvement in identified areas of need. **Staff Responsible for Monitoring:** Administrators, IC, and teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Think-Up math and reading and AR reading program - Title One School- Improvement - $28,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 4x a week for students not performing at grade level. 3rd - 5th graders will receive FEV tutoring for reading 4 hours a month. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score. **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				871

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Personalized plans to meet student's needs will be utilized through AR reading and Istation **Strategy's Expected Result/Impact:** Increase their MAP Reading score. Student meets their growth goal. **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** AR reading program for all students - Title One School- Improvement - $10,000				

No Progress Accomplished Continue/Modify Discontinue

872

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, 55% of students, 3rd-5th, will reach STAAR Meets/Masters in 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%, 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: STAAR DATA at EOY
Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The RELAY DDI model will be followed with fidelity during weekly PLCS. Know Shows and Exemplars will be created, analyzed and revisited to ensure the rigor in questioning and student work is evident in lesson plans. **Strategy's Expected Result/Impact:** Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations **Staff Responsible for Monitoring:** Leadership, MCLs, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Look Fors will be communicated: Objective on Board in Student friendly Language, Rigorous Questioning, Adhering to ECISD Framework and Aggressive Monitoring **Strategy's Expected Result/Impact:** Effective Lesson Planning and Instructional Delivery **Staff Responsible for Monitoring:** Leadership, MCLs, Teachers **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Bi-weekly MCL and IC meetings to discuss goals, growth, reteach (using the DDI model) **Strategy's Expected Result/Impact:** Students showing growth on MAP, SCA and DBA. Students meeting their goal on STAAR Math **Staff Responsible for Monitoring:** Leadership, MCLs, IC, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** 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 4: By May 2023, 55% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

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%, 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: STAAR DATA at EOY
Monitor MAP and Istation Reading, SCA, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Administrators will model Relay School wide routines and procedures and provide coaching. **Strategy's Expected Result/Impact:** Safe and Supportive Learning environment where student needs are kept at the forefront. **Staff Responsible for Monitoring:** Principals and Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Utilize the DDI process in PLCs to ensure understanding of TEKS and quality student work that must be evident in student work. Create Know Shows and Exemplars to ensure quality lesson planning and instructional delivery. **Strategy's Expected Result/Impact:** Effective Instructional Planning and Delivery **Staff Responsible for Monitoring:** Leadership, Teachers, MCLs, IC **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Teachers will be trained on the AR program and monitor student usage and growth on reading goal. Teachers will monitor Istation reading level, utilizing the data to drive instruction. **Strategy's Expected Result/Impact:** Students growth goal in reading will be met on MAP and Istation **Staff Responsible for Monitoring:** Leadership, Teachers, MCLs, IC **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 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 5: Buddy West attendance will increase from 91% to 92% in 2023

High Priority

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

Evaluation Data Sources: Daily Attendance in School Status
EOY ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Buddy West Elementary School will provide incentives for perfect attendance goals met monthly and every 9 weeks in an effort to improve attendance by 10% increase. Student planners will provide 2-way communication with parents and teachers for attendance improvement. **Strategy's Expected Result/Impact:** Increased attendance rate by 10% **Staff Responsible for Monitoring:** Administrators, counselors, clerk, parents **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Attendance incentives and certificates, family nights to promote awareness of state and district requirements. - Title One School-wide - $3,300				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Principals will utilize School Status weekly to monitor attendance percentage. Communication will be sent through School Status to parents informing them of District Policy 90% Attendance requirement, school attendance goal and weekly attendance rate. **Strategy's Expected Result/Impact:** Improved Attendance Rate **Staff Responsible for Monitoring:** Principals **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Communities in School will provide intervention to students who are not meeting the 90% attendance requirement. Communities in School will reach out to parents and offer guidance and support for students not meeting the attendance requirement. **Strategy's Expected Result/Impact:** Improved student attendance **Staff Responsible for Monitoring:** Ms. Attaway Principal Counselor **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

878

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: 50% of Kindergarten students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: Istation, MAP (BOY, MOY, EOY), fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs 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. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** MCLs, teachers, IC, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3				

times a year **Staff Responsible for Monitoring:** MCLs, leadership, teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

880

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: 50% of 1st grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: MAP, Istation, SCA, walk throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: MCLs 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. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers, leadership, MCLs **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student Progress evident in monthly Istation test and MAP assessment				

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three times a year.
Staff Responsible for Monitoring: MCL's, teachers, leadership, IC

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

882

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: 50% of 2nd grade students will read at or above grade level by May 2023.

High Priority

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: MAP, Istation, SCA, walk throughs, Fluency checks, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student progress evident in monthly Istation tests and MAP assessments 3 times a year **Staff Responsible for Monitoring:** Teachers, MCLs, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: All teachers in K-3rd will complete HB4545 Reading Academy. **Strategy's Expected Result/Impact:** Teachers will learn about the Science of Reading and which best practices to utilize for reading instruction. Academic gaps and student needs will be addressed. **Staff Responsible for Monitoring:** MCLs, teachers, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

883

No Progress | Accomplished | Continue/Modify | Discontinue

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 4: 50% of 3rd grade students reading at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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: MAP, Istation, SCA, walkthroughs, CBA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** Student academic growth as evidenced in Istation monthly tests and MAP assessments 3 times a year. **Staff Responsible for Monitoring:** MCLs, teachers, leadership **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** Student Progress evident in monthly Istation test and MAP assessment				

three times a year.
Staff Responsible for Monitoring: MCLs, teachers, leadership

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

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 5: 50% of our 3rd graders will perform at the Meets level on STAAR 2023.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 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: STAAR, MAP, SCA, DBA, Istation monthly reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: DDI will be utilized in PLCs to complete Know Shows, work through the Exemplar and later analyze student work and revisit the Know Show to perfect instructional planning and delivery. **Strategy's Expected Result/Impact:** STAARS Meets at 50% or higher **Staff Responsible for Monitoring:** MCLs, teachers, leadership, IC **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention 30 minutes 4 times a week and Istation usage of 60 minutes a week will be utilized for intervention of students not performing at grade level. **Strategy's Expected Result/Impact:** STAAR Meets 50% or higher, MAP growth **Staff Responsible for Monitoring:** MCLs, teachers, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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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: Panorama data in the area of School Connectedness will increase from 68% to 75% in grades 3-5.

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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Observation
Panorama

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The 7 Mindsets SEL curriculum will be implemented daily. **Strategy's Expected Result/Impact:** Discipline Referral decrease Increased Engagement in the Classroom **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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 2: Grades 3-5 will utilize AVID agendas daily to increase and promote College Readiness.

Indicators of Success:
Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Observation
Achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will incorporate AVID strategies in ELAR. **Strategy's Expected Result/Impact:** Organization and Success of students. **Staff Responsible for Monitoring:** Teachers ADMIN Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: Buddy West will increase student achievement by 20% on all assessments.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: MAP, Istation, Data Binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: AVID strategy - Organization: All K-5th grade students will have a data binder/folder and a daily take home binder/folder. The data binder will contain goals for math and reading and assessment performance and progress. The take home binder/folder will serve as two-way a communication between parents and teachers, as well as homework assignments and objectives. **Strategy's Expected Result/Impact:** Student organization and responsibility of homework and academic learning Increased two-way communication between parents and teachers **Staff Responsible for Monitoring:** Leadership, teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Parent and Teacher data meetings will be held twice a year to ensure parents are informed of their child's progress. **Strategy's Expected Result/Impact:** Parent Involvement increased Parent Awareness of Student Progress **Staff Responsible for Monitoring:** leadership team, teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 4: Buddy West will create strong partnerships with parents and the community

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey, Family Night Agendas and Sign Ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Family Night activities for math and reading will be planned and organized for training and collaborating with parents on instructional goals for students K-5th. **Strategy's Expected Result/Impact:** Increased parent involvement Increased parent knowledge of math and reading **Staff Responsible for Monitoring:** leadership team, teachers, counselor **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Buddy West leadership team will meet once a month to review campus goals and progress; review instructional planning and delivery; and plan for upcoming events and celebrations. **Strategy's Expected Result/Impact:** Knowledge of campus progress and teacher capacity so that adjustments can be made as needed. **Staff Responsible for Monitoring:** Leadership team, teachers, MCLs, IC **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 5: Teachers will focus on intervention and tutoring services for Title One identified OSP (Homeless, Foster and Military students) to ensure they meet their MAP goals and receive services to ensure their success.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: MAP
Impact tutoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The school counselor will provide interventions to help remove barriers to school attendance and success. Teachers will provide interventions for math and reading utilizing LLI kit and Do the Math kit to ensure academic growth. Teachers and counselor will document attendance contacts and contracts in Eduphoria. School Status will be utilized to communicate attendance weekly percentage and goals to parents. **Strategy's Expected Result/Impact:** Improved Attendance Academic growth in math and reading **Staff Responsible for Monitoring:** Counselors, teachers, leadership **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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

Ector County Independent School District

Zavala Elementary

2022-2023 Campus Improvement Plan

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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: By May 2023, 70% of students, K-2, will reach their individual RIT growth scores in MAP Reading.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Istation reading program will be used to create assigned lessons to meet the students' needs. K-2 students will use Istation for 30 minutes 3 times a week. **Strategy's Expected Result/Impact:** Increase in their MAP growth score **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Reading Coach, Administrators **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala students will utilize MAP Skills to prepare for MAP testing. **Strategy's Expected Result/Impact:** Increase in their MAP growth score **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Zavala will utilize Guided Reading, Istation, and LLI to provide individualized and differentiated lessons for students. Mrs. Alvarado, the reading coach, will pull 2nd graders for LLI intervention. K-2 will receive High Impact Tutoring 4 hours a month. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score **Staff Responsible for Monitoring:** Teachers Administrators High Impact Tutors **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% 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 2023, 70% of students, K-2nd, will reach their individual RIT growth scores in MAP Math.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: NWEA BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala will utilize Air Tutor (High Impact Tutoring) for K-2nd grade students for 4 hours a month. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score **Staff Responsible for Monitoring:** Teachers Administrators High Impact Tutors **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala will utilize Guided Math, Imagine Math, and Do the Math to provide individualized and differentiated lessons for students. The DDI process will be used to disaggregate MAP data. **Strategy's Expected Result/Impact:** Increased MAP Growth Score Students will meet their MAP growth score **Staff Responsible for Monitoring:** Leadership Team Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Title 1 resources will be used to provide Family Academic Nights. Teachers will provide Math TEKS training and strategies to help their children at home. Parent Data meetings will also be held. **Strategy's Expected Result/Impact:** Parent knowledge in Math Parent knowledge and awareness of student progress **Staff Responsible for Monitoring:** Leadership Team Teachers Staff **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Title One School-wide - $2,017				

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 3: Annual student attendance will increase from 90.1% in 2022 to 95% in 2023.

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

Evaluation Data Sources: Weekly reports
Attendance final year report for 2021-2022; 2022-2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala Elementary will provide incentives for perfect attendance goals met monthly and every nine weeks. **Strategy's Expected Result/Impact:** Attendance goal of 95% **Staff Responsible for Monitoring:** Administrators, classroom teachers, counselor, attendance clerks, parents **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% 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 4: Zavala will provide a safe and supportive learning environment that will assist in improving our K-2nd Reading and Math RIT scores to 70%.

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: Counselor referrals, discipline reports, and 100% of staff members trained in Darkness to Light/Stewards of Child prevention program and reporting requirements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Awareness training for staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during new employee training on the Darkness to Light/Stewards of Child prevention program. Counselors will train all staff during campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on campus. All staff will complete required Safe School training, Trauma, SEL, Bullying Awareness, CHAMPS, and Sexual Harassment training. All students and staff will participate in 7Mindsets lessons. **Strategy's Expected Result/Impact:** 100% of staff will receive training. Safe and supportive environment **Staff Responsible for Monitoring:** Administrators Leadership Team Counselor **- TEA Priorities:** Improve low-performing schools **- 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 5: Zavala will provide differentiated processes for priority classrooms and students.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: Lesson plans, walk-throughs, student data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Effective transitions will be planned and implemented for Pre-K and 2nd grades to maintain the academic learning of students. Kinder-2nd grades will implement LLI and PreK will implement CLI interventions. **Strategy's Expected Result/Impact:** Improvement in Student Growth **Staff Responsible for Monitoring:** Leadership Team, Administrators, Teachers **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala Leadership team will meet weekly to review data, and lesson plans, create a plan of action for implementation of interventions, and discuss follow-through. Principals and the Instructional Coach will meet weekly with all teams in PLCs. Zavala Leadership team will monitor LLI progress and Do the Math Intervention. **Strategy's Expected Result/Impact:** Improvement in identified areas of need in reading and math - closing gaps identified. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Reading Coach, Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: 50 % of Kindergarten students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, 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: Istation, Map, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Kinder teachers and the leadership team will implement the Data-Driven Instruction process, develop Know/Show charts, provide coaching, and ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery and data analysis **Staff Responsible for Monitoring:** Teachers Leadership Team **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention will be provided for students not performing at grade level 4 times a week for 30 minutes and Istation usage of 60 minutes a week. **Strategy's Expected Result/Impact:** Student progress in monthly Istation tests and MAP assessments				

Staff Responsible for Monitoring: Teachers
Leadership Team

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

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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: 50% of First grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: Istation, Map, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: First grade teachers and the leadership team will implement the Data-Driven Instruction process, develop Know/Show charts, provide coaching, and ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery, and data analysis **Staff Responsible for Monitoring:** Teachers Leadership Team **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention will be provided for students not performing at grade level 4 times a week for 30 minutes and Istation usage of 60 minutes a week. **Strategy's Expected Result/Impact:** Student progress in monthly Istation tests and MAP assessments				

Staff Responsible for Monitoring: Teachers
Leadership Team

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

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: 50% of Second grade students will read at or above grade level by May 2023.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: Istation, Map, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Second-grade teachers and the leadership team will implement the Data-Driven Instruction process, develop Know/Show charts, provide coaching, and ensure mastery of learning objectives during PLCs. **Strategy's Expected Result/Impact:** Effective lesson plans, instructional delivery, and data analysis **Staff Responsible for Monitoring:** Teachers Leadership Team **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: LLI intervention will be provided for students not performing at grade level 4 times a week for 30 minutes and Istation usage of 60 minutes a week. **Strategy's Expected Result/Impact:** Student progress in monthly Istation tests and MAP assessments				

Staff Responsible for Monitoring: Teachers
Leadership Team

Title I:
2.4, 2.5
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

907

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 4: The campus teacher retention rate will increase from 70% in 2022 to 80% in 2023.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Campus retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 100% of Zavala teachers hired will be certified or qualify for employment under the District of Innovation. **Strategy's Expected Result/Impact:** The campus retention rate will increase to 80% in 2023. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

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 5: In 2022-23, Zavala Elem will offer a job-embedded, personalized professional learning system for teachers that will assist in improving our K-2nd Reading and Math RIT scores to 70%..

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: Employee Performance Evaluations - TTESS
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Campus administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. **Strategy's Expected Result/Impact:** Walkthroughs and observations will show the implementation of job-embedded PD. Improved learning time **Staff Responsible for Monitoring:** Leadership Team and Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Provide professional development for math and reading to ensure teachers are equipped with needed strategies to ensure student growth. Provide guided reading and guided math training and workstation training for teachers. **Strategy's Expected Result/Impact:** Improved math and reading tier 1 lessons and interventions.				

Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach, Reading Coach, Dyslexia Teacher

- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

 No Progress  Accomplished  Continue/Modify  Discontinue

910

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: Staff members will focus on intervention and High Impact Tutoring services for Title One identified OSP (Homeless, Foster, and Military students) to ensure they meet their MAP goals and receive services to ensure their success.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: MAP, High Impact Tutoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The school counselor will provide resources and interventions to help remove barriers to school attendance and success. Teachers will provide interventions for math and reading by utilizing Do the Math and LLI to ensure academic growth. The teachers, counselor, administrators, and office staff will document attendance contacts and contracts in Eduphoria. School Status will be used to communicate with parents. **Strategy's Expected Result/Impact:** Academic growth in math and reading Improved attendance **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

911

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 2: The percentage of students reading on grade level in grades PK will increase 4% from the BOY CLI to EOY CLI assessment.

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: EOY CLI Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala will implement the district curriculum (Frog Street Press) and required literacy blocks during Circle time to ensure student success. **Strategy's Expected Result/Impact:** 4% increase of students reading on grade level from BOY CLI to EOY CLI assessment **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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

912

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 3: Implement innovative instructional models which enable personalized learning for all students.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 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: Walkthroughs, lesson plans, MAP growth assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Zavala will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Academic Monitoring. **Strategy's Expected Result/Impact:** Student achievement improves as growth is monitored by both teachers and students. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala will implement research-based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Community and Career lessons and strategies, STEMScopes, Enriched Advanced Academics, and/or Project-Based Learning. Teachers will use Handwriting Without Tears, Generation Genius Science and Math, Community and Career lessons and strategies, math manipulatives, and balanced literacy resources/supplies will be purchased for each individual child, small group tutoring with a flex aide and part-time tutor. End-of-year celebrations for growth in reading and math will also take place to celebrate students' success. **Strategy's Expected Result/Impact:** Increase in student achievement on MAP assessment and guided reading level. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach Reading Coach Dyslexia Teacher Flex Aides **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Flex Aide - Title One School-wide - $13,500, Instructional Coach - Title One School-wide - $82,000, Reading Coach - State Comp Ed - $78,000, Dyslexia Teacher - State Comp Ed - $14,065				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: The principals will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path implementing Relay. **Strategy's Expected Result/Impact:** Increase in SCAs and EOY MAP assessment **Staff Responsible for Monitoring:** Administrators Instructional Coach **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4: Zavala Flex aides will pull small groups to work on reading comprehension, leveled reading, and syllables using the LLI curriculum. **Strategy's Expected Result/Impact:** Increase reading comprehension and reading level of students **Staff Responsible for Monitoring:** Flex Aides Instructional Coach Administrators Reading Coach **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Flex Aide - Title One School-wide - $25,320				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5: Zavala staff will facilitate parent/student academic workshops with a focus on reading and math strategies. **Strategy's Expected Result/Impact:** Increase reading and math comprehension and strategies for students and parents. **Staff Responsible for Monitoring:** Teachers Paraprofessionals Instructional Coach Reading Coach Dyslexia Teacher Administrators **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Reading and math make and take materials, planners - Title One School-wide - $1,689				

 No Progress  Accomplished  Continue/Modify  Discontinue

915

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 4: Zavala will strive to have 100% of 2nd graders implementing AVID binders, planners, and organizational tools.

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%, Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

Evaluation Data Sources: Walkthroughs by Leadership Team

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 2nd Grade Teachers will receive training and expectations for AVID Binder setup and organization. **Strategy's Expected Result/Impact:** 100% of 2nd-grade students use binders, planners, and organizational tools correctly. **Staff Responsible for Monitoring:** Teachers, Leadership Team **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: 2nd grade students will use two and three column notes. **Strategy's Expected Result/Impact:** 100% of 2nd grade students will use two and three column notes. **Staff Responsible for Monitoring:** 2nd grade teachers Administrators **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 5: Zavala will create a strong partnership with parents and the community.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 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 - 2024 Goal: 63%

Evaluation Data Sources: Family Academic Nights
Volunteer Program

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Family Academic Nights will be organized for math and reading training and collaborating with parents on instructional goals for PK-5 students. **Strategy's Expected Result/Impact:** Increased parent and community involvement Increased parent knowledge of math and reading **Staff Responsible for Monitoring:** Leadership Team Teachers Instructional Coach Reading Coach Dyslexia Teacher Parents Community Members **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala Leadership Team will meet once a month to review campus goals and progress; review instructional planning and delivery; and plan upcoming events/training. **Strategy's Expected Result/Impact:** Leadership Team Instructional Coach Reading Coach **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 6: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

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 - 2024 Goal: 63%

Evaluation Data Sources: Character Ed Lessons by Counselor for PK-2; Lower Referral Numbers, 7Mindsets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Staff will engage in professional learning about SEL research and practice. Monitor behavior referrals and recurring behavior referrals. **Strategy's Expected Result/Impact:** Awareness of SEL research and practice. Mindset Monday in classrooms during breakfast. Assistance for teachers and students with recurring behavior issues. **Staff Responsible for Monitoring:** Principals, Teachers, Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Zavala will provide SEL for all students. **Strategy's Expected Result/Impact:** Weekly 7 Mindset lessons **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2022-2023 ECTOR COUNTY ISD PROFESSIONAL LEARNING PLAN**

DATE: September 20, 2022

The Board is being asked to approve the 2022-2023 Ector County ISD Professional Learning Plan. Ector County ISD board policy DMA(LOCAL) stipulates that the Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

- Be guided by the SBEC clearinghouse training recommendations
- Note any differences in the District's plan from the clearinghouse recommendations; and
- Include a schedule of the required professional development for all District employees.

Professional Development required by ECISD meets at least the minimum as outlined in the SBEC clearinghouse and in many cases, ECISD requires more than set forth in the SBEC clearinghouse.

****

Administrative Recommendation:

Approval of the Ector County ISD Professional Learning Plan



Sam Houston Elementary MCL, Julie Loera, leading her team during a PLC.

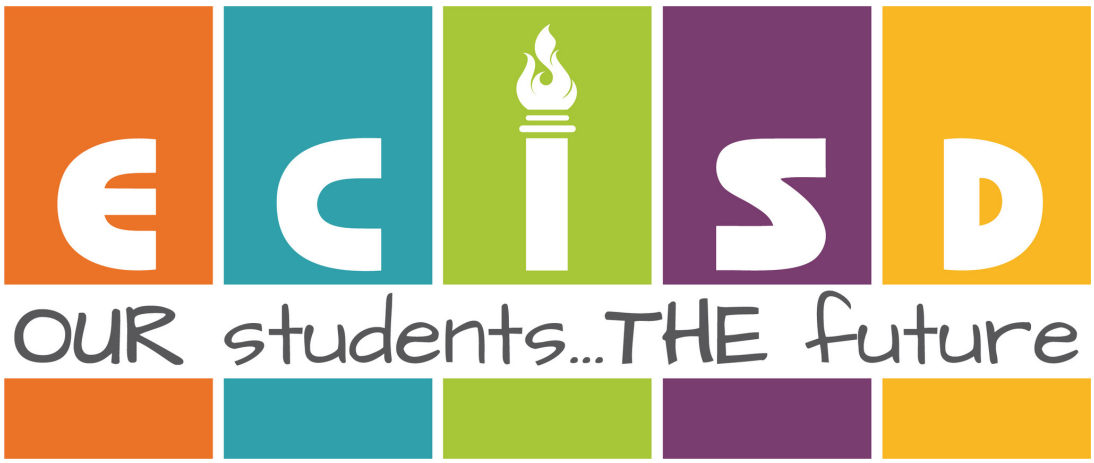
Photo credit: Beverly Tyndall, Public Impact

2022-2023 ECTOR COUNTY ISD

PROFESSIONAL LEARNING PLAN

ECISD
OUR students...THE future

www.ectorcountyisd.org
802 N. Sam Houston, Odessa, TX 79761
432-456-0080
ECISDTaletDevelopment@ectorcountyisd.org


ECISD
OUR students...THE future



Dr. Scott Muri

Superintendent, Ector County ISD

Dear Team ECISD,

Ector County ISD values the contribution you make every day to our organization and to the students of ECISD. We also value the impact you will make in the future, so to ensure you are well prepared for any role you may pursue, the District has a wonderful and dutiful obligation to provide opportunities for you to grow and develop professionally. Conversely, as a team member of a learning organization, you should strive to be a lifelong learner and invest in your own capacity.

Ector County ISD believes that every student deserves a high-quality education that prepares them for an ever-changing world. To best meet the needs of students, every employee must commit to staying current with the latest in best practices. To accomplish this, the District will continue to invest in growing its employees and our employees will continue to invest in themselves. The best professional learning that I have had the opportunity to participate in was the National Board certification process. This particular opportunity taught me how to be a reflective practitioner. This is a skill that I have continued to hone and carry with me throughout every position I have held. I would encourage you to pursue learning opportunities that will not only feed your current growth and development needs but will also transcend positions and contribute to the employee you would like to become.

Your eagerness to learn, develop new skills, and sharpen your current abilities is essential to our organization's continual progress toward student success and excellence. Thank you for continuing to sharpen your professional tools and refine your expertise every day.

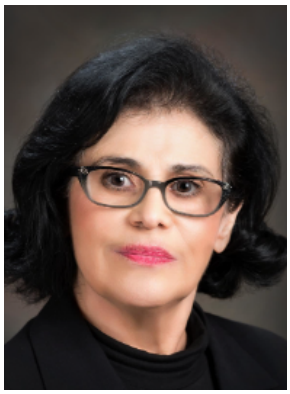
Sincerely,

Scott R. Muri, Ed. D.

School Board of Trustees



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ECISD
OUR students...THE future

THE FUTURE IS NOW

Foundations • Talent • Learning

In March 2019, our Team of 8 – the seven Ector County ISD Trustees plus the Superintendent – began work on a strategic plan to guide the District for the next five years. From their initial work came the overarching Vision.

Over the next year, more than 100 people – school district leaders, campus leaders, teachers, students, parents, and wide array of community members – strove to create a plan that will carry out the District's Mission.

"Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society."

From this work came three areas of focus; three strategic themes - Foundational Excellence, Talent Development, and the Learning Journey.

The strategic plan is not just a long list of boxes to check. It is a theory of action, if implemented well, it will forever influence and change the paths of our students. Their future is in our hands, and The Future is Now.



Foundational Excellence



Talent Development



Learning Journey

Ector County ISD Vision

OUR Students... THE Future

"Believing our students are the future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society."

Board Goals

To accomplish our mission, the following three board goals serve as the mark to hit by the end of the strategic plan, at the end of the 2024 school year.

1. 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.

2. The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

3. The percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

ECISD Culture of Learning

07

Ector County ISD strives to achieve a **Culture of Learning** for all students and adults in our system. The following statements embody what ECISD believes about Professional Learning.

We believe that professional learning should be personalized and intended for career progression.

ECISD believes that professional learning should be relevant, engaging, and aligned to needs and goals.

ECISD believes that professional learning should be research-based delivered by knowledgeable presenters, and rooted in best practices.

ECISD believes that professional learning should be ongoing, applied, and add value to the individual and organization.

ECISD believes that professional learning should be mindful of the participants and socially conscious.



MCL, Dawna Talley leads an English II PLC at Permian High School

2022-2023 Academic Calendar Supplement

08

New Teacher Training & Tailgate

July 29: 8:30-4:00 & August 1: 8:30-3:30
Locations:
Odessa HS Cafeteria (New to ECISD)
New Tech Odessa Cafeteria (New to Teaching)

August 1: 4:00-6:00
New Teacher Welcome
Odessa Marriott & Conference Center

Back To School

August 2, 2022
- Convocation
- Campus PL

August 3, 2022
- Elementary District PL
- Secondary Campus PL

August 4, 2022
- Elementary Campus PL
- Secondary District PL

August 5, 2022
- Campus PL

August 8, 2022
- Teacher Workday

Early Release Days

September 14, 2022
- District PL

October 19, 2022
- Campus PL

November 9, 2022
- District PL

December 16, 2022
- Campus PL

February 8, 2023
- District PL

March 10, 2023
- Campus PL
- West Texas Relays

Required UIL Training

Friday, July 29, 2022
8:00-2:00

January Professional Learning

January 3, 2023
- 1/2 Day Campus PL
- 1/2 Day District PL

Records Day

May 26, 2023

Visit the Talent Development Website, linked below, for the most up-to-date supplement
ECISD Talent Development

Professional Learning Goals

09

Short Term Goals (1-3 Years)

Establish Professional Learning Design and Delivery Expectations

Employees deserve a standard of professional learning design and delivery that is effective, relevant, engaging, and efficiently uses the time of participants.

Develop a Mentor Program Model

Effective mentoring benefits an organization by improving job connectedness and retention by providing an explicit support system for the new employee. ECISD will develop a Mentor program model that can be replicated in all divisions and departments.

Perform a Professional Learning Comprehensive Needs Assessment

A needs assessment will inform ECISD on current trends in system professional learning, areas of strength, and areas of opportunity that will drive future professional learning work.

Internships/Residencies/Fellowships/Apprentices

Increase pipeline identification, creation, and cultivation for hard-to-staff positions within ECISD.

Additional Distinguished Certifications

ECISD will support employees as they pursue further certifications that will provide professional learning and will contribute to the ongoing development of the employee. Ex. National Board Certification for Teachers, Nationally Certified Nurses, Counselors, etc.

Long Term Goals (3-7 Years)

Develop a District Coaching Model

Employing coaching will strengthen employees' skills and efficiencies in their current position, thus leading to an increase in desired system outcomes.

Develop Career Management Plans

Employees can utilize a career management plan that will drive one's career progression. Pathway options will be clearly defined. Employees will have the opportunity to obtain specific skills needed to be successful in desired positions through micro-credentials.

Required Professional Learning

10

Ector County ISD board policy DMA (local) stipulates that the Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

Professional Development required by ECISD meets at least the minimum as outlined in the SBEC clearinghouse and in many cases, ECISD requires more than set forth in the SBEC clearinghouse.

The schedule for required professional development for all district employees is as follows:

Name of the Training	Required Personnel	Mode of Learning	Due Date
Standard Response Protocol	All Staff	I Love U Guys Foundation via SafeSchools	08/11/2022
Bullying: Recognition & Response	Campus Staff, District Leadership Department, Food Service, Custodial, and Transportation	SafeSchools	11/04/2022
Cyberbullying	Campus Staff and District Leadership Department	SafeSchools	11/04/2022
Child Abuse: Mandatory Reporting	All Staff	SafeSchools	11/04/2022
Student Mental Health: Awareness, Intervention, and Referral	All Staff	SafeSchools	11/04/2022
Youth Suicide: Awareness, Prevention, and Postvention	All Staff	SafeSchools	11/04/2022
Dating Violence: Identification and Prevention	All Secondary School staff	SafeSchools	11/04/2022
Human Trafficking Awareness	All Staff	SafeSchools	11/04/2022

Required Professional Learning

Name of the Training	Required Personnel	Mode of Learning	Due Date
Sexual Harassment: Student Issues & Response	All Staff	SafeSchools	11/04/2022
Trauma-Informed Care Training	All Staff	Texas Department of Family and Protective Services via SafeSchools	11/04/2022
Making School Safe and Inclusive for LGBTQ Students	All Staff	SafeSchools	11/04/2022
Child Sex Abuse Prevention	All New Staff	SafeSchools	11/04/2022
Student Drug & Alcohol Abuse	All Staff	SafeSchools	11/04/2022
Seizure Training for School Personnel	All Staff	Epilepsy Foundation via SafeSchools	11/04/2022
Material Safety Data Sheets	All Staff	SafeSchools	11/04/2022
Bloodborne Pathogen Exposure Prevention	All Staff	SafeSchools	11/04/2022
Civil Rights in Child Nutrition Programs	Elementary School Staff	Institute of Child Nutrition via SafeSchools	11/04/2022
UIL Safety Training	Coaches, trainers, sponsors for an extracurricular activity, marching band directors	UIL website	Prior to working with students each year.

Opportunities

12

Optional Professional Learning Opportunities

ECISD is a learning organization therefore, many optional professional learning opportunities are available every day. Each department within ECISD contributes to the development of our employees' knowledge and skillsets.

The professional learning offerings are maintained and accessible on the ECISD Talent Development website. Both Instructional and Non-Instructional Staff can view an at-a-glance list of upcoming sessions.

If viewing electronically, click on the links below to see upcoming Professional Learning Opportunities or visit https://www.ectorcountyisd.org/Page/5444

Optional Opportunities for Instructional Staff
(Principals, Teachers, Paraprofessionals, Counselors, Etc.)
Optional Opportunities for Non-Instructional Staff
(Discipline Clerks, Data Clerks, Administrative Assistants, Etc.)

NATIONAL BOARD
for Professional Teaching Standards

National Board Certification

National Board Certification is recognized as the "Gold Standard" in teacher certification and provides a framework for what accomplished teachers should know and be able to do. In addition, teachers have long hailed the National Board Certification process as tremendously impactful professional learning. National Board candidates truly become reflective practitioners.

Ector County ISD provides a facilitated and supported process for staff pursuing board certification. The cost to pursue board certification ranges from $1,975 to $5,000 per teacher. Through the benefit of a grant from the Permian Strategic Partnership, ECISD teachers only pay a $75 registration fee each year.

As a result, board certified teacher automatically earn a "Recognized" designation on their Texas teaching certificate and are eligible for Teacher Incentive Allotment funds.

Visit the Talent Development website to learn more.

Opportunities

Aspiring Teachers: Laying the Foundation for Excellent Teaching

A series of optional professional learning opportunities targeted at ECISD's instructional paraprofessional staff, including instructional facilitators. Through the year-long program, paraprofessionals receive basic and functional tools to better serve the students of ECISD. The goal of Aspiring Teachers is to develop the capacity of paraprofessionals to instruct a classroom of their own, eventually as certified teachers.

Induction Teachers: Building a Teacher Toolbox

A series of optional professional learning opportunities targeted at ECISD's induction year teachers. During this year-long professional learning series, teachers learn how to more effectively operate their classrooms through management, procedures, and rigorous practices. In addition, this series introduces teachers to the National Board certification process.

Year 2 Teacher Academy: Expanding the Teacher Toolbox

A series of optional professional learning opportunities targeted at ECISD's teachers with at least one year of teaching experience. During this year-long professional learning series, teachers will expand their repertoire of tools and begin to develop their own vision of excellent instruction. This series will begin to develop teachers' capacity to tackle the National Board Certification process.

Year 3 Teacher Academy: Becoming a Reflective Practitioner

A series of optional professional learning opportunities targeted at ECISD's teachers with at least two years of teaching experience. During this year-long professional learning series, teachers will be introduced to the National Board for Professional Teaching Standard's Five Core Propositions. The Core Propositions describe what accomplished teachers should know and be able to do. At the conclusion of the Year 3 Academy, participants will be well prepared to pursue National Board certification.



Our "Why," first grade student at Blackshear Elementary

Opportunities and Evaluation

ECISD Teacher Mentor Program

Ector County ISD is committed to investing in the development of highly-effective individuals. The ECISD Teacher Mentor Program will prepare experienced teachers to mentor, cultivate, and support new teachers on their journey to becoming successful classroom teachers for all students. The goal of the ECISD Mentor Program is for new teachers to receive job-embedded and personalized professional learning to meet their ever-changing needs.



ECISD Mentors participate in professional learning

Evaluation of Professional Learning

Evaluating each professional learning session is critical to continuous improvement.

Professional Learning presenters will provide a survey or evaluation at the conclusion of each professional learning session to collect data on design, delivery, and content.

In addition, the Talent Development department will survey staff biannually to collect data on district professional learning offerings, overall district session design, delivery, and content as well as growth opportunities.

Course Credit

In-District Professional Learning Sessions

One hour of participation in a professional learning session will equate to one hour of Continuing Professional Education (CPE) credit. Staff members will be awarded credit for sessions attended in Eduphoria Strive within ten business days of attending the professional learning session. For more information on CPE requirements visit - https://tea.texas.gov/texas-educators/preparation-and-continuing-education/continuing-professional-education-cpe

Gifted and Talented

ECISD provides professional learning that meets the state requirement for GT CPE credit. In addition, teachers, counselors, and administrators may seek prior approval from the Advanced Academic department for professional learning outside the district.

Out-of-District Professional Learning Sessions

Professional learning attended outside of the district may count toward continuing professional education credit. To maintain a record of these hours, the employee must submit a certification of completion on Eduphoria Strive.



Hays STEAM Academy teachers participating in Backyard Brains professional learning.



Ross Elementary Reach Associate, Katelynn Miller, leads a small group of students.

ECISD

OUR students...THE future

www.ectorcountyisd.org
802 N. Sam Houston, Odessa, TX 79761
432-456-0080
ECISDTaletDevelopment@ectorcountyisd.org

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF AGREEMENT BETWEEN ECISD AND SUL ROSS STATE UNIVERSITY – DIAGNOSTICIAN PIPELINE**

DATE: September 20, 2022

The Board is being asked to approve the Memorandum of Understanding between Ector County ISD and Sul Ross State University – Diagnostician Pipeline designed to support selected ECISD employees seeking their Master's degree in Special Education and certification as a Diagnostician.

****

Administrative Recommendation:

Approval of the Memorandum of Understanding between Ector County ISD and the Sul Ross State University – Diagnostician Pipeline

Memorandum of Agreement

This Memorandum of Agreement is made on the Effective Date of September 1, 2022, by and between Ector County Independent School District, 802 N Sam Houston Odessa, Texas, 79761, hereinafter "ECISD Special Services" and " Sul Ross State University, 79830 East Highway 90, Alpine, Texas, 79832. hereinafter "Sul Ross Department of Education", collectively, “Parties.”
The parties hereby bind themselves to undertake a Memorandum of Agreement ("Agreement") under the following terms and conditions:

TERM. The term of this Agreement shall be 2 years from the effective date unless terminated sooner in accordance with the terms of this Agreement (the "Term").

GOALS AND OBJECTIVES. Ector County ISD Special Services Department will partner with Sul Ross Department of Education to provide selected candidates an online option to obtain Texas certification/licensure for Diagnostician within a 24-month time frame.
The Parties to this agreement shall abide by the terms of this agreement to achieve the following goals and objectives:

Sul Ross will invoice ECISD Special Services for payment of tuition for identified enrolled students.
ECISD will provide Sul Ross with a list of students who are eligible for tuition payment.
ECISD will use ESSER funds to provide payment to Sul Ross for identified students enrolled in the Masters of Special Education with Diagnostician certification or Diagnostician certification. Sul Ross will provide students with a FERPA release document allowing ECISD Special Services access to students' grades.
ECISD will provide the opportunity for enrolled students to complete the required practicum and will provide a site supervisor.

OBLIGATIONS OF THE PARTIES.

ECISD Special Services shall perform the following obligations:

1. Provide a list to Sul Ross of all Sul Ross students (ECISD employees) eligible to receive tuition payment from ECISD. Eligible students are determined by ECISD Special Services through a selection process.
2. Provide payment to Sul Ross for tuition of identified students enrolled for Diagnostician certification.
3. Provide opportunity for identified students to complete practicum hours and requirements with the support of a site supervisor.

Sul Ross Department of Education shall perform the following obligations:

1. Provide invoice to ECISD Special Services requesting tuition payment for identified students.
2. Provide identified students with FERPA release form allowing ECISD Special Services access to grades and progress.
3. Provide students with sustained and rigorous learning opportunities in an authentic school setting with evidence-based coursework.

CONFIDENTIALITY. Each party shall treat as strictly confidential all student information received or obtained as a result of entering into or performing this Agreement. Student information may consist of student grades and performance in coursework.

Each party may disclose information which would otherwise be confidential if and to the extent:

i. required by the law of any relevant jurisdiction;
ii. the information has come into the public domain through no fault of that party; or
iii. the other party has given prior written approval to the disclosure, provided that any such information disclosed shall be disclosed only after consultation with and notice to the other party.

Both parties acknowledge that during the course of this Agreement, each may obtain confidential information regarding the other party's business. Both parties agree to treat all such information and the terms of this Agreement as confidential and to take all reasonable precautions against disclosure of such information to unauthorized third parties during and after the term of this Agreement.
Upon request by an owner, all documents relating to the confidential information will be returned to such owner.

RELATION OF THE PARTIES. This Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association between the Parties but is rather an agreement by and between independent organizations.

CONSIDERATION. This Agreement is being made in consideration of the following: Ector County Independent School District agrees to pay for the tuition of identified students for completion of the Masters of Special Education with Diagnostician Certification or Diagnostician Certification.

REPRESENTATIONS AND WARRANTIES. Each party to this Agreement represents and warrants to the other party that he/she/it:-

a) has full power, authority and legal right to execute and perform this Agreement;
b) has taken all necessary legal and corporate action to authorize the execution and performance of this Agreement;
c) this Agreement constitutes the legal, valid and binding obligations of such party in accordance with its terms; and (d) shall act in good faith to give effect to the intent

of this Agreement and to take such other action as may be necessary or convenient to consummate the purpose and subject matter of this Agreement.

TERMINATION. Either party may terminate its performance of related obligations under this Agreement if the other party fails to rectify a material breach under a portion of this Agreement within thirty (30) days of receipt by the breaching party of written notice of such breach from the non-breaching party. In such case, the non-breaching Party shall be entitled, without further notice, to cancel that Party's involvement pursuant to the agreement, without prejudice to any claim for damages, breach of contract or otherwise. The parties agree that the failure or termination of any portion or relevant provision of this Agreement will not be a basis for terminating other severable obligations or provisions of this Agreement, unless the failure or breach is such that the entire Agreement loses substantially all of its value to the non-breaching party. Unless waived by a party providing notice, the failure to cure the default(s) within such time period shall result in the automatic termination of this Agreement.

Any termination of this Agreement shall not absolve the Parties from the obligation to observe the confidentiality measures and other restraints as set out herein.

FORCE MAJEURE. If performance of this Agreement or any obligation under this Agreement is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national emergencies, insurrections, riots, or wars, or strikes, lock-outs, work stoppages. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a party if committed, omitted, or caused by such party, or its employees, officers, agents, or affiliates.

NOTICE. Any notice or communication required or permitted under this Agreement shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the addresses listed above or to such other address as one party may have furnished to the other in writing. The notice shall be deemed received when delivered or signed for, or on the third day after mailing if not signed for.

ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties regarding the subject matter of this Agreement, and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and signed by both parties.

SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

WAIVER OF CONTRACTUAL RIGHTS. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

GOVERNING LAW. This Agreement shall be governed by and construed in accordance with the laws of Texas. Venue for any legal disputes will be in Ector County, Texas.

SIGNATORIES. This Agreement shall be signed on behalf of Ector County Independent School District by Leslie Wilson, Ector County ISD Executive Director of Special Services and on behalf of Sul Ross President and effective as of the date first written above.

Accepted for Ector County ISD	Accepted for Sul Ross State University
_____	J Carlos Hernandez
Dr. Steve Brown	Dr. Carlos Hernandez
ECISD Board President	Sul Ross State University Interim President
_____	08/23/22
Date	Date

TO: Board of Trustees

FROM: Dr. Anthony Sorola, Associate Superintendent

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF BOARD DELEGATING TO SUPERINTENDENT THE AUTHORITY TO SIGN APPRENTICESHIP AGREEMENTS WITH UNIVERSITIES OR COLLEGES**

DATE: September 20, 2022

According to GNC (REGULATION), ECISD may support college or university students seeking an apprenticeship/internship. The placement of apprentices, as well as documentation regarding apprenticeships/internships, falls within the scope of work of the Talent Development Department. In coordinating the apprenticeships, ECISD must work with the cooperating colleges or universities to determine the best placement and job description for each apprentice/intern. The apprenticeships do not require funds to be exchanged between the institution and ECISD. ECISD requests that the school board delegate to the superintendent or his designee the authority to sign any apprenticeship/internship agreement with the university rather than seek school board approval for each apprenticeship/internship request under an interlocal agreement. This approval will allow the administration to respond more expeditiously and efficiently to apprenticeship/internship requests. A copy of GNC (REGULATION) is included for your information.

****

Administrative Recommendation:

Approval to Delegate the Superintendent to Sign Apprenticeship Agreements with Universities or Colleges.

RESOLUTION OF THE BOARD REGARDING DELEGATING TO SUPERINTENDENT THE AUTHORITY TO SIGN APPRENTICE AGREEMENTS WITH UNIVERSITIES OR COLLEGES

WHEREAS, Board Regulation GNC provides that certain graduate, college, or university students may seek apprenticeships/interships with the Ector County Independent School District; and

WHEREAS, Board Regulation GNC specifies the general terms and conditions of such apprenticeships/internships; and

WHEREAS, it is in the best interest of all parties that the District be able to respond expeditiously and efficiently to apprenticeship/internship requests;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Ector County Independent School District makes the following delegation to the Superintendent:

> The authority to execute on behalf of the District apprenticeship/internship agreements with any universities or colleges without future action of the Board of Trustees for each individual agreement.

All agreements shall comply with the terms and provisions of Board Regulation GNC, as it currently exists or may be amended in the future.

The authority granted by this resolution shall apply until it is specifically revoked by a meeting of the Board of Trustees.

Executed the _____ day of _____, 2022.

`

ECISD Board President:

_____
Steve Brown

ECISD Board Secretary:

_____
Chris Stanley

Student Teachers or Teacher Residents

Student teacher placement shall be coordinated between the representative of the sending university and the participating campus principals. Final placement of all student teachers shall be approved by Human Capital. A list of the student teachers, the participating campuses, and the coordinating teachers to whom they have been assigned shall be provided by the university and maintained in the Talent Development Office.

Persons wishing to student teach or complete an administrative internship in the District shall have on file in the District:

1. Verification of a recent criminal history background check.
2. Completion of sexual harassment training.
3. Results of a recent drug test.
4. Fingerprinted.

Student teachers and residents shall be held to the standards outlined in the Code of Ethics and Standard Practices for Texas Educators.

Student teachers and Teacher Residents who fail to abide by the District policies, rules, and administrative regulations may be dismissed by Human Capital at any time during the course of the teacher education program.

Interns

Graduate students seeking administrative or counselor certification shall be permitted to participate in internship programs designed jointly by the District and by the college or university offering academic credit for the internship.

During the period of the internship, interns shall be subject to all policies, rules, and administrative regulations of the District and the office or campus to which the intern has been assigned. Interns may be dismissed at any time if they fail to abide by district and state policies, rules, and administrative regulations. Interns who fail to comply will be referred to Human Resources.

Interns shall have the right to appeal dismissal in accordance with hearing procedures established in administrative regulations.

Each intern, whether full-time or part-time, shall enter into a written agreement, prepared jointly by the District and the institution offering academic credit for the internship, specifying:

1. Length of internship.
2. Job description.

3. Where appropriate, special arrangements to provide individualized intern education.

Apprentices

College or university students seeking an apprenticeship will be coordinated between the representative of the sending university and the Talent Development Department.

A list of apprentices, the participating department and the district level apprentice supervisor, shall be provided to the university and maintained in the Talent Development Office.

Persons wishing to apprentice in the district shall have on file with the district:

1. Verification of a recent criminal background check.

2. Completion of sexual harassment training.

3. Results of a recent drug test.

4. Fingerprints (where applicable)

During the period of the apprenticeship, the apprentices shall be held to the standards of the district policies, rules and administrative regulations. Department heads and the Talent Development Office may recommend dismissal at any time and apprentice fails to abide by these policies, rules, and administrative regulations.

Each apprentice, whether full-time or part-time, shall enter into a written agreement, prepared jointly by the District and the institution offering academic credit for the apprenticeship, specifying:

1. Length of internship.

2. Job description.

3. Where appropriate, special arrangements to provide individualized intern education.

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Lilia Náñez, Associate Superintendent of Curriculum & Instruction

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN CAL RIPKEN, SR. FOUNDATION, INC AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT**

DATE: September 20, 2022

The purpose of this Memorandum of Understanding is to outline the Ector County Independent School District interest in partnering with Cal Ripken, Sr. Foundation to build and maintain a STEM lab center at several district locations. This MOU outlines the general terms under which Cal Ripken, Sr. Foundation will support Ector County Independent School District with this endeavor.

Each STEM lab is valued at $33,500 and all elementary campuses, including the two early childhood centers will receive a lab over the next two years. Along with the lab comes professional learning for teachers and the replenishment of consumable materials over five years.

The funding source for this is from the Permian Strategic Partnership.

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Administrative Recommendation:

Approval of Memorandum of Understanding between Cal Ripken, Sr. Foundation and Ector County ISD


CAL RIPKEN, SR.
Foundation
TRANSFORM COMMUNITIES
CHANGE KIDS' LIVES


ECISD
OUR students . . . THE future!


PERMIAN
STRATEGIC PARTNERSHIP



Cal Ripken, Sr. Foundation - STEM Center MOU

What is the Ripken Foundation STEM Center:

The Ripken Foundation STEM Center is a comprehensive, turnkey program designed to give kids access to STEM learning at youth-serving organizations and schools. All Ripken Foundation STEM Centers are equipped with state-of-the-art STEM products, technology, furniture, age-appropriate/grade level curriculum, and additional resources to facilitate STEM programming.

How much space is required?

The Ripken Foundation STEM Centers are extremely mobile and require no set space. Many existing STEM Centers use a classroom or some other underutilized space within their building. Other centers store STEM materials in a moveable storage unit to make it easy to transport between different locations.

Cal Ripken, Sr. Foundation - STEM Center MOU

What are the requirements for a Ripken Foundation STEM center?

- *Located at a youth-serving and/or community-based organization or school serving underserved youth.*
- *Have a dedicated lead teacher/mentor identified to coordinate the program, curriculum, and additional teachers/mentors.*
  - *Have a dedicated space to store equipment. It is suggested to have a storage solution that includes a locked, controlled space to store computers and other valuable equipment.*
  - *Ripken Foundation STEM Centers are provided with educational products, technology, and furniture. New spaces are not constructed.*

Who is getting a STEM lab?

All early childhood and elementary campuses in ECISD.

The lifespan of the products in a STEM Center is approximately five years.
Some consumable products will need to be replenished over time.

How long does it take to install, train, and launch a Ripken Foundation STEM center?
130 to 150 days depending on the availability of products as well as staff time and teacher/mentor trainings.

What is included in the included in a STEM center?
All Ripken Foundation STEM Centers are equipped with supplies and age-appropriate/grade level curriculum that has easy-to-follow introductory STEM lessons that can serve 24 to 28 youth at a time.

Does the curriculum align with any standards?
The curriculum and lessons align with the Texas Essential Knowledge Skills (TEKS) standards for teachers and mentors.

Who oversees the Ripken Foundation STEM Program?
Alead teacher/mentor should oversee the program including: classroom teachers, aides, librarians, parent liaisons, or other volunteers with varying educational backgrounds can be trained to be a STEM mentor.

Is this considered a charitable contribution?
Yes! 100% of the cost of a STEM Center is considered a charitable contribution.

ECISD



TRANSFORM COMMUNITIES
CHANGE KIDS' LIVES

Thank you

ECISD

OUR students . . . THE future!

PERMIAN
STRATEGIC PARTNERSHIP

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Lilia Náñez, Associate Superintendent of Curriculum & Instruction

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF RESEARCH AND DATA SHARING AGREEMENT BETWEEN ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND IMAGINATION STATION INC. (Istation)**

DATE: September 20, 2022

Istation is conducting a study on the relationship between the scores for the Istation's Indicators of Progress (ISIP) Reading and the NWEA MAP and Texas' State of Texas Assessments and Academic Readiness (STAAR). The study will involve collecting retrospective data, including demographics & NWEA MAP and STAAR scores and will continue from May 2022 to December 2022. To complete the study, Istation has requested District data. The data will be used in the re-norming of the ISIP Reading assessment to provide information about the validity of the assessment. The data will also be used to provide a predictive validity report for ISIP Reading. Istation will provide the district with a predictability report for the NWEA MAP and STAAR assessments and the relationship with the ISIP Reading scores.

****

Administrative Recommendation:

Approval of Data Sharing Agreement with Imagination Inc. (Istation)

RESEARCH DATA SHARING AGREEMENT

THIS AGREEMENT is entered into on this the _26_ day of August, 2022 by and between Imagination Station, Inc. herein called "Istation," and Ector County Independent School District, herein called "District" for the period May 2022 through December 31, 2022. The parties hereto agree as follows:

1. Istation is conducting a study on the relationship between the scores for the Istation's Indicators of Progress (ISIP) Reading and the NWEA MAP and Texas' State of Texas Assessments and Academic Readiness (STAAR). The study will involve collecting retrospective data, including demographics & NWEA MAP and STAAR scores and will continue from May 2022 to December 2022. To complete the study, Istation has requested District data. The data will be used in the re-norming of the ISIP Reading assessment to provide information about the validity of the assessment. The data will also be used to provide a predictive validity report for ISIP Reading. Istation will provide the district with a predictability report for the NWEA MAP and STAAR assessments and the relationship with the ISIP Reading scores.
2. The release of personally identifiable information of students must be in compliance with the requirements of the Family Educational Rights and Privacy Act (FERPA).
3. FERPA permits the disclosure of personally identifiable information of students to an organization conducting a study ''for, or on behalf of, educational agencies or institutions'' for statutorily enumerated purposes, including for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. 20 U.S.C. 1232g(b)(1)(F).
4. Student Confidentiality. The District has a legal obligation to maintain the confidentiality and privacy of student records in accordance with applicable law and regulations, specifically the Family Educational Rights and Privacy Act (FERPA). Istation and its authorized representatives may only receive student information in compliance with the requirements and exceptions outlined in FERPA. Istation and its authorized representatives acknowledge that they must comply with said law and regulations and safeguard student information. Istation and its authorized representatives may not re-disclose the information to a third party without prior written consent from the District, the parent or eligible student. Istation and its authorized representatives must destroy any student information received from the District when no longer needed for the purposes listed in this Agreement. Any extended use of the data must be specifically authorized in writing in advance of the expiration of the underlying Agreement. Istation and its authorized representatives must maintain the confidentiality of the student records according to commercially reasonable administrative, physical and technical standards that are no less rigorous than the standards by which Istation protects its own confidential information.
5. Ector County Independent School District will provide the following information to the Istation:

STUDENT ID (used to match students with Istation scores and usage)

NWEA MAP SCORES FOR THE 2021-2022 SCHOOL YEAR

6. Istation acknowledges that the educational records and personally identifiable information from education records provided by Ector County Independent School District may only be used to meet the purpose or purposes of the study as stated in this Agreement. If Istation desires to use the records or data obtained from the District to conduct further research not specifically authorized in the Agreement, they will contact the District and obtain permission.
7. Istation must conduct the study in a manner that does not permit the personal identification of parents and students by anyone other than representatives of the organization with legitimate interests. This means that the Istation will allow internal access to personally identifiable information from education records only to individuals with a legitimate education interest and need to know, and that the Istation will take steps to maintain the confidentiality of the personally identifiable information from education records at all stages of the study, including within the final report, by using appropriate disclosure avoidance techniques.
   Data will be transferred to Istation via a secure box or SFTP site. Istation will store the data on their secure server, in a folder that is only accessible to research staff with expertise in data security and privacy. All Istation employees undergo FERPA training yearly.
8. Istation must destroy all education records and any data derived from personally identifiable information or records when the information is no longer needed for the purposes for which the study was conducted. The destruction must occur within six months after the research is completed. The parties may agree to amend the Agreement to extend the time period if needed, but the Agreement must be in writing and include a time limit. The data will be rendered irrecoverable.
9. Istation designates the following individual or entity as an authorized representative: Dr. Victoria Locke, PhD. The authorized representative has authority to bind the entity to the requirements of this agreement.
10. Approval to use the personally identifiable information from education records for one study does not confer approval to use the data for another study. The personally identifiable information from education records may only be used for the activities described in this Agreement.
11. The points of contact and data custodians (the individuals directly responsible for managing the data in question) are:

District: Jaime Miller
Executive Director of Curriculum and Instruction
Ector County Independent School District
802 N. Sam Houston
Odessa, TX 79761
(432) 456-0000

Istation: Victoria Locke, PhD
Vice President Research and Assessment
Istation
8150 North Central Expressway, #2000
Dallas, TX 75025

(972) 643-3454

12. The failure to comply with the requirements of FERPA will subject the Istation to all allowable penalties under state and federal law. In the event that District data is compromised and/or released to an unauthorized individual, Istation must alert the District upon notification of the breach as soon as practical. In the event of a breach, Istation will follow the notification requirements outlined in Texas Business and Commercial Code, Section 521.053.
13. Ector County Independent School District maintains ownership of all intellectual property rights. Istation may not use the District's name or logo, the Board members' names or images, and the names or images of students, staff, or facilities for any commercial advertising.
14. Istation shall indemnify, defend, and hold District harmless from all claims, liabilities, damages, or judgments involving a third party, including District's costs and attorney fees, which arise as a result of Istation's failure to meet any of its obligations under this agreement.
15. This Agreement and all of the rights and obligations of the parties hereto and all of the terms and conditions hereof shall be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of Texas, and the parties hereto agree that venue shall be in Ector County, Texas.

By signing, I certify that I have read and agree with the terms of the Data Sharing Agreement and I am authorized to sign and execute on behalf of my institution.

Ector County Independent School District	**RESEARCHER/ISTATION**
By: _____	By:_____
Title: _____	Title: VP Research and Assessment
Date: _____	Date: _____



Istation

ECISD

OUR students...THE future

Istation and Ector ISD

- Istation's Indicators of Progress (ISIP Reading)
  - formative assessment used in the district for Prekindergarten-Grade 8
- Results from the ISIP Reading assessment demonstrate and monitor learning growth and tie assessment to instructional planning
- Istation recently renormed the assessment with a revised vertical scale and updated norms
- Validity information helps to identify how well students do on the ISIP as compared to other assessments, predicts performance
  - Helps to identify students at risk of reading failure earlier, allowing teachers time to intervene and assist students at risk of not meeting grade level standards
- Request is for a deidentified file for NWEA MAP and STAAR results



Istation

Istation and Ector ISD

Benefit to the district

- Istation will link these results to the ISIP to help teachers better identify students at risk of reading failure
- Istation will provide a report to the district detailing the relationship between ISIP Reading and the other assessments

Data Privacy

- Data will be shared via a secure corporate dropbox link
- No student identifying information will be included in the file
- At Istation, data will be stored on a secure server; only trained, doctorate level staff with expertise in data privacy will have access to data
- Results will be reported in the technical manual. Data will be aggregated with information from other participating districts and the district will not be identified in the technical manual



Istation

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Alicia Syverson, Assistant Superintendent of Student and School Support

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF DATA SHARING AGREEMENT BETWEEN THE DALLAS FOUNDATION, ECISD, AND ECONOMIC MOBILITY SYSTEMS**

DATE: September 20, 2022

ECISD is requesting approval for the data sharing agreement between The Dallas Foundation, ECISD, and Economic Mobility Systems. The goal of this agreement will allow The Dallas Foundation access to our assessment and student data in order to evaluate the implementation of our College, Career, and Military Readiness Programs. The Dallas Foundation will study the implementation of our College, Career, and Military Readiness and report to ECISD to help us with further implementation and planning.

The agreement will comply with the Family Education Rights and Privacy Act (FERPA).

****

Administrative Recommendation:

Approval of Data Sharing Agreement.

BOARD OF TRUSTEES

SUBJECT: Consent Agenda **PRESENTED BY:** Dr. Scott R. Muri

BACKGROUND INFORMATION:

Ector County ISD adopted the use of the consent agenda as a means of expediting regular meetings. Consent agenda items consist of typical or routine matters in nature and typically have been discussed in a prior Board Work Study session. As such, the Board can consider all items included in the Consent Agenda with one motion. Should the Board choose to consider any item on the Consent Agenda separately, that item can be removed from the Consent Agenda, discussed, and voted on separately.

ADMINISTRATIVE RECOMMENDATION:

Approval of the Consent Agenda.

REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

August 09, 2022 – Board Workshop Meeting
August 16, 2022 – Regular Board Meeting

AT A BOARD WORKSHOP MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 9, 2022, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Dr. Steve Brown	Delma Abalos
Carol Gregg	
Tammy Hawkins	
Dennis Jones	
Dr. Donna Smith	
Christopher Stanley	

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Lilia Náñez, Deborah Ottmers, Dr. Keeley Boyer, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Tatiana Dennis, Staci Ashley, Heather Lovett, Christopher Bartlett, Yolanda Gordan, Robert Cedillo, Misty Hiner, Todd Hiner, Jeff Daniels, Annette Macias, Aaron Hawley, Betsabe Salcido, Natalie Fitzgerald, Megan Watts, Lisa Wills, Jaime Miller, Chelsea Reyes, Krista Zeigler, Tracey Borchardt, Manuela Escajeda, Ashley Osborne, Jason Osborne, Julia Willett-Weekly, Erin Bueno, Sandra Banda, Cindy Retana, Cortney Smith, Mitch Davis, Robin Fawcett, Ruth Campbell, Devin Benavides, Mary Franco

25983 **Meeting Called to Order**: Dr. Steve Brown, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25984 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting**: Board President Dr. Steve Brown, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

Trustees' Swearing-In Ceremony

25985 **Administration of Board of Trustees' Oath of Office**: The Honorable Judge Brooke Hendricks administered the oath of office for newly appointed Dennis Jones. In June, the school board appointed Mr. Jones to fill the vacant seat in SMD - Position 7. Over the past 17 years Jones, a private practice attorney, worked as a prosecutor and a judge and was actively involved in the City's truancy program. He also has previous teaching experience at Angelina College and Odessa College.

25986 **Opening Remarks by Superintendent**: In his opening remarks, Superintendent Dr. Scott Muri talked about the first day of school. He reminded Trustees that a lesson from the pandemic is the idea of phasing-in students on different dates.

Today, Pre-kindergarten through 6th grade and 9th grade students started, and 7th, 8th, 10th, 11th, and 12th – will return on Thursday. This plan allows 6th graders and 9th graders to be on campus by themselves for two days to acclimate to the new, larger campus. Dr. Muri told Trustees it appears to be a large class in Pre-K and he added that's a good thing because it establishes a very good foundation for our students.

25987 **Public Comment**: Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

Board Policy

25988 **Discussion of TASB Local Policy Update 119**: Associate Superintendent of Human Capital, Operations and Athletics Anthony Sorola, Ed.D. presented this item for discussion. TASB routinely recommends updates to school districts' local policies in order to keep them in alignment with changes in the law. These policies will be brought back for a second read and vote on August 16, 2022.

There was no public comment.

Report/Discussion Items

25989 **Safety Report**: Superintendent Dr. Scott Muri along with ECISD District Chief of Police Todd Hiner and Assistant Chief of Police Jeff Daniels presented Trustees with an update on Safety and Security measures in place for ECISD schools and Administrative offices.

- ECISD police department, 29 fully licensed peace officers
- 4 K-9 Units, 2 trained in drug detection and 2 trained in weapons detection
- Officers assigned to all middle schools and high schools – 4 officers at each Permian HS and Odessa HS, plus additional security guard in parking lots
- ECISD officers and other law enforcement agencies coordinate daily drive-by and walk-through patrols at elementary schools
- Controlled access entrances at every school (funding from voter-approved Tax Ratification Election in 2018)
- Visitors must check in and wear visitor badge at all times
- All Staff must wear IDs at all times
- *1,500 video cameras* across the district, monitored by police

- Nearly *1,000 portable radios* connecting campus leaders to multiple area law enforcement agencies
- Door barricades in every classroom and school office as safety defense in a lockdown
- Alarm system that is set overnight and on weekends to detect unauthorized entry
- ECISD uses state-approved Standard Response Protocol (SRP) to train all staff and students for Lockdown, Secure, Shelter and Evacuation incidents.
- See Something, Say Something – ECISD has a highly effective and successful Student Crime Stoppers program
- ECISD has an Emergency Management Team and school Threat Management Teams
- All officers trained in Advanced Law Enforcement Rapid Response (ALERRT), the training from the Texas School Safety Center for active shooter response
- ECISD officers provide local training in active shooter response for other agencies
- Coordinated plans among ECISD, Odessa Police Department, Ector County Sheriff's Office, DPS, UTBP, Odessa College, and Medical Center Health System police departments
- New measures: Completed state-required safety audit to ensure all exterior doors are locked & working properly; all classroom doors will remain locked all day, every day; and ECISD police officers will conduct WEEKLY safety checks of fencing and exterior doors at all schools

No action required.

25990 **Strategic Plan Quarterly Board Update**: Special Assistant to Superintendent Devin Benavides opened this item for discussion. This presentation focused on three specific projects: (1) Talent Pipelines Development, (2) High-Impact Tutoring, (3) and Smart Badge Initiative.

First, **Talent Pipelines Development**, a pipeline is a proactive approach to filling future vacancies, particularly for high-skilled, hard-to-staff positions. ECISD has created 4 teacher pipelines with about 130 teachers who have completed or are currently in those pipelines plus another 90 high school students in Future Teachers of Odessa track. In addition, 29 future principals are being trained for campus leadership through three separate pipelines, and partnerships have been formed with three universities to develop counselors and diagnosticians.

Second, **High-Impact Tutoring,** Principals chose three virtual tutoring companies to serve students by providing 1-to-1 attention in Reading and Math to help students recover the learning lost due to COVID. Students working with these virtual tutors showed tremendous growth during the year through what

amounted to 84,000 hours of additional academic support (that did not fall on the school's teachers). A substantial investment of about $6 million in federal ESSER funds, the tutoring companies selected worked through outcome-based contracts in which they earned more money if the students achieved higher results.

Third, **Smart Badge Initiative** which would use radio frequency ID badges to enhance safety, security and efficiency for students. Bus riders at five schools will pilot these Smart Badges this year as they scan getting on and getting off of the bus. Smart Badges can also be used for library books and at lunch, among other uses.

No action required.

25991 **Presentation and Discussion of ECISD Bullying Reporting and Investigation Process and Supports**: Chief of Schools Dr. Keeley Boyer and Associate Superintendent of Curriculum & Instruction Dr. Lilia Náñez presented this item for discussion. This presentation used a fictitious family walking through the process of how bullying is defined, how it is reported and then investigated, and prevention efforts that include school counselors providing support resources for all of those involved. This support can include guidance lessons, conflict resolution, and referrals to outside agencies. In the 2021-22 school year, 238 allegations of bullying were reported. Upon investigation, the majority of those resulted in Code of Conduct violations and appropriate disciplinary action; 37 of them were substantiated and confirmed as cases of bullying. Again, appropriate disciplinary action was taken and counseling supports put in place as needed. New this year, all school staff are being trained in bullying recognition response through SafeSchools.

No action required.

25992 **Human Capital Invest in Talent Presentation**: Associate Superintendent of Human Capital, Operations and Athletics Anthony Sorola, Ed.D. along with Executive Director of Human Resources Staci Ashley presented this item for discussion. They provided Trustees with a look at ways the district is investing in employees in order to recruit talent and encourage them to reach their full potential. Much of the department's work over the last two years has been focused on addressing a shortage of teachers. That has been done through recruiting efforts, creation of teacher certification pipeline programs, strategic staffing, increased pay for teachers, and opportunities to earn additional compensation through efforts like Opportunity Culture and Teacher Incentive Allotment. *At the start of the 2019-20 school year ECISD faced 351 teacher vacancies; currently, there are 58 (29 elementary, 29 secondary) teacher vacancies in ECISD.* More than 400 teachers have been hired for this school year.

No action required.

25993 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code - [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.] Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]:**

No closed session held.

25994 **Closing Remarks by Superintendent**: There were no closing remarks.

25995 **Adjournment**: Dr. Steve Brown Board President, adjourned the Board meeting at 8:03 p.m.

_____	_____
Board President	**Board Secretary**
Dr. Steve Brown	*Christopher Stanley*

AT A REGULAR MEETING AND PUBLIC HEARING ON INTENTION OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT TO CONSIDER DESIGNATING THE QUAIL RUN CARBON REINVESTMENT ZONE OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BUILDING BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 16, 2022, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	
Dr. Steve Brown	
Carol Gregg	
Tammy Hawkins	
Dennis Jones	
Dr. Donna C. Smith	
Chris Stanley	

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Lilia Náñez, Deborah Ottmers, Dr. Keeley Boyer, Dr. Anthony Sorola, Alicia Syverson, Dr. Kellie Wilks

Others: Tatiana Dennis, Cortney Smith, Staci Ashley, Lisa Wills, Scott Randolph, Dr. Aaron Hawley, Annette Macias, Frances Franco, Magaly Nieto, Brandon Reyes, Chelsea Reyes, Lisa Wills, Mauricio Marquez, Robert Cedillo, Tracey Borchardt, Ashley Osborne, Heather Lovett, Amanda Lopez, Jaime Miller, Leslie Wilson, Stephanie Burton, Kendra Burton, Aiden Armendariz, Lorraine Perryman, Ruth Campbell, Mary Franco

25996 **Meeting Called to Order**: Dr. Steve Brown, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25997 **Verification of Compliance with Open Meeting Law:** Dr. Steve Brown, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25998 **Pledge of Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led by Gonzales Elementary 5th Grade Students Amerah Hays and Piper McGuire.

25999 **Invocation**: The Invocation was led by Deacon Scott Randolph of St. Joseph's Catholic Church.

26000 **Special Presentation**

Presentation of Extra Mike Award to Lorraine Perryman, Lisa Wyman, and Chris Cole: Chief Communication Officer Mike Adkins presented Lorraine Perryman with the Extra Mile Award. This is an award given by the Board of Trustees to those who go the "Extra Mile" in service of the students, staff and families of ECISD. This trio of dedicated and determined community leaders,

volunteered to lead a facility review committee that started work in December of 2019. After several months, they were interrupted by COVID closures. Their work resumed in July 2021 and continued until a bond proposal was brought to the school board in January. Once the election was called, Lorraine, Lisa and Chris took lead roles in the election campaign and all of the work that goes along with it. They truly love education and want what is best for the students and staff of ECISD. Thank you. Lisa Wyman and Chris Cole were unable to attend this meeting.

Presentation of Split Gavel Award to Tammy Hawkins: Superintendent Dr. Scott R. Muri expressed his appreciation to Mrs. Hawkins for her service as Board President over the past year and presented her with the Outgoing Board President Award.

Announcement of NAMM Foundation Best Communities for Music Education Award: Ector County ISD was recognized for being named one of the Best Communities for Music Education by the National Association of Music Merchants (NAMM) for the 8th year in a row. This designation is awarded to districts that demonstrate outstanding achievement in efforts to provide music access and education to all students. Dr. Aaron Hawley, Director of Fine Arts was present to accept the award.

UIL Outstanding Soloist: Chief Communications Officer Mike Adkins introduced two Permian High School students Kendra Burton and Aiden Armendariz who were recognized for earning the prestigious Outstanding Performer Award at the UIL Solo & Ensemble Contest.

26001 **Opening Remarks by Superintendent**: In Dr. Muri's opening remarks he invited Trustees to attend a ribbon cutting ceremony for the Acceleration Academies campus on Wednesday morning. Acceleration Academies is a partner with ECISD in dropout recovery efforts.

26002 **Public Comment**: **I**ndividuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item on which they wish to address the Board. *BED(LOCAL)*

There was no public comment.

Board Policy

26003 **Discussion of and Request for Approval of TASB Local Policy Update 119**: Moved by Gregg, seconded by Stanley to approve TASB Local Policy Update 119 as presented.

Motion unanimously approved.

Public Hearing

26004 **Public Hearing on Intention of Ector County Independent School District to Consider Designating the Quail Run Carbon Reinvestment Zone**: Trustees held a public hearing on Intention of Ector County Independent School District to Consider Designating the Quail Run Carbon Reinvestment Zone. The reason for creating the reinvestment zone, is that in order for the Quail Run Carbon Project to be eligible for a 313 Agreement, it must be located in area designated as a reinvestment zone or enterprise zone. Either the County or the District can create a Reinvestment Zone. Being that since time is of the essence to get the application process completed before Chapter 313 expires, Quail Run Carbon has requested that the District create the reinvestment zone instead of the County.

Immediately following the presentation, Board President Dr. Steve Brown declared the Public Hearing on Intention to Ector County Independent School District to Consider Designating the Quail Run Carbon Reinvestment Zone ***open.***

There was no public comment.

Board President Dr. Steve Brown declared the Public Hearing on Intention to Ector County Independent School District to Consider Designating the Quail Run Carbon Reinvestment Zone ***closed***.

No action required.

26005 **Discussion and Possible Action on a Resolution Designating the Quail Run Carbon Reinvestment Zone, Establishing the Boundaries Thereof and Providing for an Effective Date, Pursuant to Chapter 312 and 313 of the Texas Tax Code**: Moved by Hawkins, seconded by Jones that the Board approve the Resolution Designating the Quail Run Carbon Reinvestment Zone, Establishing the Boundaries Thereof and Providing for an Effective Date, Pursuant to Chapter 312 and 313 of the Texas Tax Code as presented.

For:	Abstained:
Dr. Steve Brown	Delma Abalos
Carol Gregg	
Tammy Hawkins	
Dennis Jones	
Dr. Donna Smith	
Christopher Stanley	

Motion passed.

Action Items

26006 **Discussion of and Request for Approval of Purchases over $50,000**: Moved by Hawkins, seconded by Stanley to approve the Purchases over $50,000 as presented.

Motion unanimously approved.

26007 **Discussion of and Request for Approval of 2022-2023 Budget Amendment #1**: Moved by Smith, seconded by Gregg to approve the 2022-2023 Budget Amendment #1 as presented.

Motion unanimously approved.

26008 **Discussion of and Request for Approval of Appointment of TASB Delegate and Alternate**: Moved by Jones, seconded by Gregg to approve the Appointment of Christopher Stanley as TASB Delegate and Tammy Hawkins as TASB Alternate as presented.

Motion unanimously approved.

26009 **Discussion of and Request for Approval for Data Sharing Agreement between Air Tutors and ECISD**: Moved by Abalos, seconded by Hawkins to approve Data Sharing Agreement between Air Tutors and ECISD as presented.

Motion unanimously approved.

26010 **Discussion of and Request for Approval for Data Sharing Agreement between Brown University, ECISD and FEV Tutoring**: Moved by Hawkins, seconded by Stanley to approve Data Sharing Agreement between Brown University, ECISD and FEV Tutoring as presented.

Motion unanimously approved.

26011 **Discussion of and Request for Approval of Updated Agreement between ECISD and the National Board for Professional Teaching Standards**: Moved by Stanley, seconded by Gregg to approve the updated Agreement between ECISD and National Board for Professional Teaching Standards as presented.

Motion unanimously approved.

26012 **Discussion of and Request for Approval of Resolution Regarding Extended Sick Leave During COVID-19**: Moved by Gregg, seconded by Hawkins to approve the Resolution Regarding Extended Sick Leave during COVID-19 as presented.

Motion unanimously approved.

26013 **Discussion of and Request for Approval of Raise Your Hand Texas (RYHT) Advocacy Plan**: Moved by Gregg, seconded by Smith to approve the Raise Your Hand Texas (RYHT) Advocacy Plan as presented.

Motion unanimously approved.

26014 **Discussion of and Request for Approval of Agreement between ECISD and UTPB – Diagnostician Pipeline**: Moved by Gregg, seconded by Stanley to approve Agreement between ECISD and UTPB – Diagnostician Pipeline as presented.

Motion unanimously approved.

26015 **Discussion of and Request for Approval of Application to Renew Optional Flexible School Day Program (OFSDP)**: Moved by Gregg, seconded by Jones to approve Application to Renew Optional Flexible School Day Program (OFSDP) as presented.

Motion unanimously approved.

26016 **Consent Agenda**: Moved by Gregg, seconded by Hawkins to approve Consent Agenda as presented.

A. Request for Approval of Minutes of Meetings
B. Request for Approval of Bills for Payment
C. Request for Approval of Acceptance of Donations Over $10,000
D. Request for Approval of Annual Investment Report
E. Request for Approval of Sale of Surplus Property
F. Request for Approval of Permian High School Choir Student Out-of-State Travel to Nashville, TN
G. Request for Approval of Permian High School Orchestra Student Out-of-State Travel to Germany & Austria
H. Request for Approval of Board T-TESS and T-PESS Appraisers for 2022-2023
I. Request for Approval of Board T-TESS and T-PESS Appraisal Calendar for 2022-2023
J. Request for Approval of Memorandum of Understanding between ECISD and Education Foundation of Odessa, Inc.
K. Request for Approval of Data Sharing Agreement between ECISD and NWEA

Motion unanimously approved.

Report/Discussion Items

26017 **Opening of Schools Update**: In his Opening of Schools update, Superintendent Dr. Scott Muri shared a few key statistics: Enrollment sits at 32,712 (as of today) and expected to increase; 58 Teacher Vacancies down from 70 one year ago; 27,905 Meals served; 2,436 Help Desk calls; and 5,326 kids on buses, and that is expected to rise. To get a sense of how the first day of school went, Trustees watched a video created by the ECISD Communications Department on the first day of school.

No action required.

26018 **2021-2022 Accountability Ratings Summary**: Superintendent Dr. Scott Muri presented Trustees with a summary of the 2021-22 Accountability Ratings which were released publicly on Monday. For the first time, ECISD earned a "B" from the Texas Education Agency a result of the significant academic growth shown by students. The number of schools now rated "A" more than doubled from 3 to 7; the number of schools now rated "B" doubled from 6 to 12; and 5 schools grew from an "F" to a "B". For perspective on this remarkable growth, in 2019 half of ECISD's schools were rated D or F, and today half of ECISD's schools are rated A of B.

No action required.

26019 **Presentation and Discussion of Spring 2022 Panorama Data**: Assistant Superintendent of Student & School Support Alicia Syverson presented Trustees with the Panorama survey data from Spring 2022. The board specifically looked at students' responses about school connectedness. Defined, School Connectedness is the belief held by students that adults and peers in the school care about their learning as well as about them as individuals. In Spring 2022, 18,421 students from 37 schools, grades 3-12, completed the survey in class. The results show 59% of those students feel connected to their school, up 2% from the previous spring, however 2% below our school district's goal. The national figures dropped from 61% to 56% during the same time. In reviewing results, the district's focus will be on increasing students' sense of belonging to their school.

No action required.

26020 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District; or hear a complaint or charge against an officer or employee.] (The Board of Trustees will deliberate the retroactive hiring of principals at Buice Elementary, Travis Elementary, and Executive Director of Career and Technology Education) and (The Board of Trustees will deliberate the hiring of the principal at Bowie Middle School).**
Consultations with Attorney – Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]:

Board President Dr. Steve Brown convened the Board of Trustees to closed session at 8:09 p.m.

Board President Dr. Steve Brown reconvened the Board of Trustees to open session at 8:29 p.m.

26021 **Discussion of and Request for Approval of Retroactive Personnel Recommendation to Hire Buice Elementary Principal**: Moved by Hawkins, seconded by Stanley to approve the retroactive recommendation to hire Jim Workman as Buice Elementary Principal as presented.

Motion unanimously approved.

26022 **Discussion of and Request for Approval of Retroactive Personnel Recommendation to Hire Travis Elementary Principal**: Moved by Jones, seconded by Hawkins to approve the retroactive recommendation to hire Alejandra Garcia as Travis Elementary Principal as presented.

Motion unanimously approved.

26023 **Discussion of and Request for Approval of Retroactive Personnel Recommendation to Hire Executive Director of Career and Technology Education**: Moved by Stanley, seconded by Hawkins to approve the retroactive recommendation to hire Ryan Merritt as Executive Director of Career and Technology Education as presented.

Motion unanimously approved.

26024 **Discussion of and Request for Approval of Personnel Recommendation to Hire Bowie Middle School Principal**: Moved by Stanley, seconded by Hawkins to approve the recommendation to hire Amy Russell as Bowie Middle School Principal as presented.

Motion unanimously approved.

26025 **Information Items**: The Board of Trustees were provided with the following information items: Acknowledgement of Donations, Financials, Purchasing Report and the Routine Personnel Report.

26026 **Closing Remarks by Superintendent**: There were no closing remarks.

26027 **Adjournment**: Board President Dr. Steve Brown adjourned the Board meeting at 8:31 p.m.

_____	_____
Board President	**Board Secretary**
Dr. Steve Brown	*Christopher Stanley*

REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find a list of disbursements for the previous month for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 08/11/2022 to 09/14/2022

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	$ 25,887,434.24

APPROVED:_____ **DATE:**_____

ECTOR COUNTY ISD
CHECK REGISTER
08/11/2022 - 09/14/2022

DATE	PAYEE	AMOUNT
8/17	ABSOLUTE FIRE PROTECTION INC	$ 5,051.25
8/17	AMERIPRIDE SERVICES INC.	1,836.09
8/17	BUCK'S WHEEL & EQUIPMENT COMPANY	284.91
8/17	CMC BUSINESS SYSTEMS INC	5,464.56
8/17	AUTOMATIC ICE MACHINE	3,302.00
8/17	COMPUDATA SOLUTIONS LLC	114.25
8/17	CONSOLIDATED ELECTRICAL DISTRIBUTORS	525.27
8/17	CUMMINS SOUTHERN PLAINS LLC	729.60
8/17	DEMCO INC	226.56
8/17	DIAMOND BUSINESS SERVICES INC	1,488.36
8/17	FLAGHOUSE INC	46.00
8/17	GANDY INK	364.14
8/17	GOPHER SPORT	425.50
8/17	HENRY SCHEIN INC	3,286.11
8/17	HOWELL & WINDHAM ADVERTISING	2,155.70
8/17	J W PEPPER & SON INC	1,624.56
8/17	LAKESHORE LEARNING MATERIALS	2,910.29
8/17	LRP PUBLICATIONS	10,500.00
8/17	MARK'S PLUMBING PARTS	243.17
8/17	MIDLAND SAFETY & HEALTH SALES	4,116.50
8/17	MUSIC IN MOTION	553.28
8/17	AIM MEDIA TEXAS OPERATING LLC	404.75
8/17	ODESSA COLLEGE	375.00
8/17	O REILLY AUTO ENTERPRISES LLC	1,146.93
8/17	ORIENTAL TRADING COMPANY INC	451.91
8/17	REALLY GOOD STUFF LLC	219.91
8/17	DRI-STICK DECAL CORPORATION	699.27
8/17	SCHOLASTIC BOOK FAIRS	6,412.15
8/17	SECURED DOCUMENT SHREDDING INC	1,216.87
8/17	SIMS PLASTIC INC	3,173.52
8/17	THE BOSWORTH LTD	9,567.45
8/17	THERMO FLUIDS INC	489.29
8/17	TRANE U.S. INC.	18,465.07
8/17	FOLLETT SCHOOL SOLUTIONS INC	34,271.50
8/17	HTL OPERATING LLC	4,475.00
8/17	NAPA AUTO PARTS	585.61
8/17	MULTICARE PLUS	975.00
8/17	BAND SHOPPE	626.85
8/17	SIEMENS INDUSTRY, INC	68,976.00
8/17	AMERICAN WELDING SOCIETY INC.	2,050.00
8/17	TOBII DYNAVOX LLC	5,862.80
8/17	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	974.54
8/17	SCHOOL SPECIALTY LLC	861.16
8/17	SCHOOL SPECIALTY LLC	1,010.94
8/24	AMERIPRIDE SERVICES INC.	439.33

8/24	B-LINE FILTER & SUPPLY INC	27.44
8/24	BUCK'S WHEEL & EQUIPMENT COMPANY	3,069.35
8/24	AUTOMATIC ICE MACHINE	4,795.88
8/24	COMPUDATA SOLUTIONS LLC	389.17
8/24	CONSOLIDATED ELECTRICAL DISTRIBUTORS	770.00
8/24	DEMCO INC	1,779.72
8/24	FLINN SCIENTIFIC INC	3,010.49
8/24	GOPHER SPORT	3,446.82
8/24	J W PEPPER & SON INC	881.98
8/24	JUNIOR LIBRARY GUILD	1,655.30
8/24	KELLY-MOORE PAINT	46.49
8/24	LAKESHORE LEARNING MATERIALS	1,295.53
8/24	LAWSON PRODUCTS INC.	857.63
8/24	LOU'S CLINICAL LAB INC	4,607.00
8/24	MARK'S PLUMBING PARTS	3,546.84
8/24	MIDLAND SAFETY & HEALTH SALES	1,574.50
8/24	MSC INDUSTRIAL SUPPLY CO.	80.90
8/24	AIM MEDIA TEXAS OPERATING LLC	1,689.00
8/24	ODESSA WINLECTRIC	65.72
8/24	O REILLY AUTO ENTERPRISES LLC	1,332.67
8/24	ORIENTAL TRADING COMPANY INC	277.00
8/24	REALLY GOOD STUFF LLC	193.30
8/24	REGION IV SERVICE CENTER	50.00
8/24	RENAISSANCE LEARNING INC	41,765.84
8/24	SCHOOL MATE	2,863.20
8/24	SECURED DOCUMENT SHREDDING INC	256.00
8/24	SIMS PLASTIC INC	713.88
8/24	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	145.00
8/24	THE BOSWORTH LTD	4,253.17
8/24	TRANE U.S. INC.	361.04
8/24	HTL OPERATING LLC	5,821.20
8/24	NAPA AUTO PARTS	471.43
8/24	ASSESSMENT TECHNOLOGIES INSTITUTE, LLC	23,460.00
8/24	BAND SHOPPE	123.75
8/24	BAND SHOPPE	1,072.50
8/24	SIEMENS INDUSTRY, INC	1,830.00
8/24	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	1,358.03
8/24	SCHOOL SPECIALTY LLC	2,270.47
8/24	ODP BUSINESS SOLUTIONS LLC	383.93
8/31	ALL ABOUT HEARING	3,000.00
8/31	AMERIPRIDE SERVICES INC.	493.22
8/31	BUCK'S WHEEL & EQUIPMENT COMPANY	232.82
8/31	CMC BUSINESS SYSTEMS INC	549.83
8/31	FLINN SCIENTIFIC INC	116.15
8/31	HENRY SCHEIN INC	86.02
8/31	HOWELL & WINDHAM ADVERTISING	854.50
8/31	LAKESHORE LEARNING MATERIALS	62.59
8/31	MANSON WESTERN LLC	196.90
8/31	MSC INDUSTRIAL SUPPLY CO.	121.34
8/31	AIM MEDIA TEXAS OPERATING LLC	234.00

8/31	ODESSA WINLECTRIC	135.64
8/31	O REILLY AUTO ENTERPRISES LLC	521.50
8/31	O REILLY AUTOMOTIVE STORES INC	1,031.76
8/31	ORIENTAL TRADING COMPANY INC	199.05
8/31	REALLY GOOD STUFF LLC	197.90
8/31	REGION IV SERVICE CENTER	160.00
8/31	SCHOOL DATEBOOKS INC	5,518.92
8/31	SCHOOL MATE	1,246.90
8/31	SECURED DOCUMENT SHREDDING INC	32.00
8/31	TEACHER CREATED MATERIALS INC	8,500.00
8/31	PARK PLACE PULBICATION LP	180.00
8/31	THE BOSWORTH LTD	17,856.39
8/31	TRANE U.S. INC.	2,283.52
8/31	BROADWAY MOTORS INC	1,555.98
8/31	NAPA AUTO PARTS	1,507.93
8/31	CONTINENTAL WIRELESS, INC.	253.75
8/31	SEIDLITZ EDUCATION, LLC	4,668.50
8/31	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	1,658.69
8/31	SCHOOL SPECIALTY LLC	130.79
8/31	SCHOOL SPECIALTY LLC	2,251.80
8/31	ODP BUSINESS SOLUTIONS LLC	36,638.50
9/7	ALL ABOARD AMERICA!	19,176.10
9/7	AVID CENTER	128,334.00
9/7	BUCK'S WHEEL & EQUIPMENT COMPANY	554.72
9/7	CENTERS FOR CHILDREN & FAMILIES	2,250.00
9/7	AUTOMATIC ICE MACHINE	214.00
9/7	COMPUDATA SOLUTIONS LLC	114.25
9/7	CRISIS PREVENTION INSTITUTE	3,899.00
9/7	CRISIS PREVENTION INSTITUTE	200.00
9/7	CRISIS PREVENTION INSTITUTE	4,249.00
9/7	GLOBAL EQUIP CO	2,751.70
9/7	GOPHER SPORT	1,175.61
9/7	HENRY SCHEIN INC	3,852.35
9/7	IMP/INTERNATIONAL MEETING PLANNERS	50.00
9/7	J W PEPPER & SON INC	346.49
9/7	LAKESHORE LEARNING MATERIALS	474.93
9/7	MARK'S PLUMBING PARTS	11,788.32
9/7	MIDLAND SAFETY & HEALTH SALES	315.00
9/7	AIM MEDIA TEXAS OPERATING LLC	83.88
9/7	O REILLY AUTO ENTERPRISES LLC	266.46
9/7	RENAISSANCE LEARNING INC	6,070.00
9/7	RON TURLEY ASSOCIATES INC	118.53
9/7	SIMS PLASTIC INC	4,826.31
9/7	TEXAS ART EDUCATION ASSOCIATION (TAEA)	240.00
9/7	THE BOSWORTH LTD	78,310.31
9/7	TRANE U.S. INC.	34.17
9/7	NAPA AUTO PARTS	1,004.15
9/7	MULTICARE PLUS	300.00
9/7	SIEMENS INDUSTRY, INC	5,230.00
9/7	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	1,614.97

9/7	SCHOOL SPECIALTY LLC	2,578.87
9/7	SCHOOL SPECIALTY LLC	741.98
9/14	ALL ABOUT HEARING	840.00
9/14	AMERIPRIDE SERVICES INC.	918.07
9/14	B-LINE FILTER & SUPPLY INC	1,624.72
9/14	BUCK'S WHEEL & EQUIPMENT COMPANY	2,445.33
9/14	CERTIFIED LABS	1,939.82
9/14	COMPUDATA SOLUTIONS LLC	114.25
9/14	CONSOLIDATED ELECTRICAL DISTRIBUTORS	342.87
9/14	DIAMOND BUSINESS SERVICES INC	1,548.53
9/14	EDUCATION ADVANCED INC.	28,692.90
9/14	EDITORIAL PROJECTS IN EDUCATION INC	6,300.00
9/14	ETA HAND2MIND	2,124.15
9/14	GOPHER SPORT	107.91
9/14	HARCOURT INDUSTRIES INC	172.70
9/14	LAKESHORE LEARNING MATERIALS	16,771.49
9/14	LRP PUBLICATIONS	250.00
9/14	MANSON WESTERN LLC	1,388.40
9/14	MORRISON SUPPLY CO	18,546.08
9/14	NATIONAL GUARANTEED VINYL INC	551.00
9/14	AIM MEDIA TEXAS OPERATING LLC	276.50
9/14	O REILLY AUTO ENTERPRISES LLC	199.96
9/14	ORIENTAL TRADING COMPANY INC	23.09
9/14	REALLY GOOD STUFF LLC	12,952.86
9/14	REGION IV SERVICE CENTER	150.00
9/14	TEXAS COMPUTER EDUCATION ASSOCIATION	2,189.00
9/14	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	1,330.00
9/14	THE BOSWORTH LTD	8,566.56
9/14	ULINE INC.	1,118.80
9/14	WEST MUSIC CO	570.15
9/14	BROADWAY MOTORS INC	906.84
9/14	NAPA AUTO PARTS	597.55
9/14	SEIDLITZ EDUCATION, LLC	6,143.00
9/14	CHESS.COM LLC	10,000.00
9/14	MEDCOM, INC.	455.00
9/14	ARAMARK UNIFORM & CAREER APPAREL GROUP INC	1,366.73
9/14	SCHOOL SPECIALTY LLC	1,041.83
9/14	SCHOOL SPECIALTY LLC	607.25
8/17	ABILENE HIGH SCHOOL	200.00
8/17	AIDE EMILIANO	8.56
8/17	ALAN WILLIAMS	306.26
8/17	AMAZON CAPITAL SERVICES	6,425.19
8/17	AMAZON CAPITAL SERVICES	567.18
8/17	ARA OF ODESSA	459.08
8/17	AT&T	8,103.56
8/17	AT&T	10,107.53
8/17	AT&T	132.66
8/17	ATHLETIC SUPPLY INC	4,337.00
8/17	ATMOS ENERGY	18,034.22
8/17	AVANT ASSESSMENT LLC	900.00

8/17	BECKY RAMIREZ	41.88
8/17	BEST CHOICE RESTAURANTS LLC	225.80
8/17	BIMBO BAKERIES USA	3,270.78
8/17	BREK PAZ	200.00
8/17	BRITTANY SWAIM	22.81
8/17	SPARKLIGHT	569.86
8/17	SPARKLIGHT	215.24
8/17	CAITLIN COUCH	13.13
8/17	CAVALLO ENERGY TEXAS LLC	100.73
8/17	CAVALLO ENERGY TEXAS LLC	136,934.06
8/17	CASHWAY WEST, INC.	69.97
8/17	CDW-G	193,174.21
8/17	RUSSELL DUNN	732.15
8/17	NBCEC INC	248.99
8/17	CHRISTI HANSEN	44.50
8/17	CITY OF ODESSA WATER DEPT	183,851.09
8/17	CLASSLINK INC	91,745.00
8/17	COFIROUTE CORPORATIO	70.87
8/17	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
8/17	CROSSROADS FELLOWSHIP GLOBAL, INC.	1,400.00
8/17	CULLIGAN WATER CONDITIONING OF WEST TEXAS	605.25
8/17	DALE C. CALLEN, JR.	162.38
8/17	DALE C. CALLEN, JR.	305.81
8/17	DAVIS DEMOGRAPHICS & PLANNING	1,495.00
8/17	DIANE HARLAN	23.81
8/17	ECTOR COUNTY UTILITY DISTRICT	10,815.67
8/17	EDUCATIONAL KNOWLEDGE GROUP LLC	660.00
8/17	EDUPHORIA INCORPORATED	245,615.00
8/17	ED PRICE	641.45
8/17	EICHELBAUM WARDELL HANSEN POWELL & MEHL P.C	450.00
8/17	ELLEN SMITH	24.25
8/17	FAMILY WORKS INC	4,750.00
8/17	FERGUSON FACILITIES SUPPLY	1,576.68
8/17	FIELD DOTS LLC	8,412.50
8/17	FOLDSCOPE INSTRUMENTS, INC.	289.60
8/17	FORDE-FERRIER EDUCATIONAL SERVICE	2,300.00
8/17	G H DAIRY	28,995.11
8/17	G T DISTRIBUTORS INC	1,016.00
8/17	GARDENDALE WATER CO	48.00
8/17	GILLIAN HERRERA	350.00
8/17	GRAINGER	5,357.20
8/17	GRANDE COMMUNICATIONS NETWORK LLC	11,651.00
8/17	HARRIS COUNTY TX	18.25
8/17	HOV SERVICES, INC.	2,182.19
8/17	HOV SERVICES, INC.	3,510.95
8/17	HUMBERTO HERNANDEZ JR	4,893.76
8/17	INK LION DESIGNS, LLC	595.00
8/17	INTERNATIONAL ASSURANCE	60,506.69
8/17	IRLEN INSTITUTE/PDC	645.65
8/17	ISRAEL ESCANDON	200.00

8/17	ISTATION	87,500.00
8/17	KEVIN D BALLARD INC	590.00
8/17	JAMES A. MCKINNEY	4,617.00
8/17	JANA AVERY	10.53
8/17	JENNIFER LIVESAY	550.00
8/17	JENNIFER VALENCIA	36.94
8/17	JENNIFER WIMBERLEY	22.75
8/17	JOIE SEATON	30.13
8/17	JOLYNN VARELA	25.06
8/17	JUDITH CAWLEY	541.10
8/17	KAGAN PUBLISHING AND PROFESSIONAL DEVELOPMENT	4,436.00
8/17	LABATT FOOD SERVICE	22,273.27
8/17	LARRY PITTS	230.31
8/17	LEAD4WARD LLC	9,750.00
8/17	LONE STAR LEARNING	2,345.00
8/17	LYNETA MENDOZA	16.13
8/17	MACKENZIE WEATHERFORD	40.63
8/17	MARIA DELORES TORRES	75.00
8/17	MASBA	1,500.00
8/17	N2Y, LLC	40,991.67
8/17	NATIONAL TRAVEL SYSTEMS	1,339.90
8/17	NCS PEARSON INC	271.36
8/17	NEW TECHNOLOGY NETWORK, LLC	24,300.00
8/17	NIMBUS DRINKING WATER SYSTEMS	127.00
8/17	NORTH TEXAS TOLLWAY AUTHORITY	281.36
8/17	NOTABLE INC	34,504.50
8/17	NUNEZ FENCE	41,470.00
8/17	SWECO INC	51,744.88
8/17	SEWCO INC	32.89
8/17	OTIS ELEVATOR COMPANY INC	13,471.62
8/17	PENSKE COMMERCIAL VEHICLES US LLC	2,289.22
8/17	JIMMIE DO GAYLOR	225.00
8/17	PERMIAN SEPTIC INC	21,922.50
8/17	PETROLEUM TRADERS CORPORATION	34,670.41
8/17	PRECISION BUSINESS MACHINES	904.37
8/17	REGION 18 EDUCATION SERVICE CENTER	720.00
8/17	RHITHM INC	31,000.00
8/17	ROSA M DOMINGUEZ	22.41
8/17	ROSAS CAFE / BOBBY COX Co.	375.87
8/17	SAM'S CLUB DIRECT	277.94
8/17	SCENARIO LEARNING	18,974.00
8/17	SEVERIN INTERMEDIATE HOLDINGS, LLC	33,225.00
8/17	SHEENA SALCIDO	29.63
8/17	PINNACLE PROPANE LLC	111.00
8/17	SOUTHERN TIRE MART LLC	225.00
8/17	STEPHANIE VILLAVICENCIO GARCIA	21.25
8/17	SWAGIT PRODUCTIONS, LLC	695.00
8/17	SWEET PIZZA LLC	240.00
8/17	TEXAS A&M UNIVERSITY	300.00
8/17	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	1,729.00

8/17	TEXAS DEPARTMENT OF TRANSPORTATION	78.43
8/17	TEXAS DEPARTMENT OF LICENSING AND REGULATION	70.00
8/17	TEXAS DEPARTMENT OF INFORMATION RESOURCES	395.48
8/17	TEXAS TECH	16,380.00
8/17	TEYSHA TINDOL	1,450.00
8/17	THE LITTLE SIGN COMPANY INC	375.00
8/17	UNITED PARCEL SERVICE INC	36.00
8/17	UNITED PARCEL SERVICE INC	36.00
8/17	UNIVERSITY OF TEXAS AT SAN ANTONIO	300.00
8/17	VATAT	320.00
8/17	VERIZON WIRELESS SERVICES LLC	3,755.64
8/17	VICTORIA NORENA	15.75
8/17	IMPERIAL BAG & PAPER LLC	16,484.58
8/17	WATSON TRUCK & SUPPLY	1,856.54
8/17	WEST TEXAS FILTERS INC	3,452.45
8/17	WHITE HOUSE MEAT MARKET	274.50
8/17	WILLIAMS PAVING & EXCAVATION. INC	125,838.00
8/18	CHRISTINA GARCIA	125.00
8/18	SURELIS ROCHA MIRANDA	399.00
8/18	TEXAS CHRISTIAN UNIVERSITY	1,000.00
8/18	THE UNIVERSITY OF TEXAS AT AUSTIN	1,500.00
8/24	ALLBRIGHT & ASSOCIATES, INC	1,032.62
8/24	AMAZON CAPITAL SERVICES	18,668.69
8/24	AMELIA WASSEL	1,050.00
8/24	ANNIE ARREDONDO	17.84
8/24	AT&T LONG DISTANCE	7,048.26
8/24	AT&T MOBILITY	26.77
8/24	BERKSHIRE PRODUCTION SUPPLY LLC	1,859.30
8/24	BEST CHOICE COFFEE SERVICES LLC	331.77
8/24	BIMBO BAKERIES USA	2,219.40
8/24	BLUE STAR BUS SALES LTD	180.26
8/24	BRAUN BEEF & CO INC	123,824.20
8/24	BRITTANY SWAIM	299.00
8/24	BRITTANY SWAIM	159.12
8/24	BYRNE BROS FOODS INC	37,832.00
8/24	SPARKLIGHT	1,457.00
8/24	CAITLIN COUCH	366.40
8/24	CAVALLO ENERGY TEXAS LLC	185,307.38
8/24	CAMBIAR EDUCATION	75,000.00
8/24	CDW-G	22,536.95
8/24	CDW-G	1,171.50
8/24	CDW-G	306.21
8/24	NBCEC INC	555.75
8/24	CHRISTINA ACOSTA	885.00
8/24	CITY OF ODESSA	25.00
8/24	CLAYTON WILLMAN	198.00
8/24	CODY VALENZUELA	250.00
8/24	CODY VALENZUELA	200.00
8/24	CORINA ORTIZ	350.00
8/24	CROSSROADS FELLOWSHIP GLOBAL, INC.	9,100.00

8/24	CRYSTAL HERNANDEZ	64.94
8/24	CULLIGAN WATER CONDITIONING OF WEST TEXAS	497.00
8/24	DAWNNA TALLEY	1,654.22
8/24	DISCOUNT SCHOOL SUPPLY	144.10
8/24	DOMINO'S PIZZA	279.89
8/24	DS WATERS OF AMERICA INC	61.41
8/24	ELIZABETH ANN FLORES	1,241.74
8/24	ELIZABETH MENDOZA	524.00
8/24	FAT HEAD MEAT COMPANY	918.00
8/24	FERGUSON FACILITIES SUPPLY	350.00
8/24	PETTY CASH	2,465.15
8/24	G H DAIRY	34,558.65
8/24	GARDENDALE WATER CO	166.00
8/24	GRAINGER	1,841.36
8/24	HEARNE AND HEARNE INC	9,360.00
8/24	HEAVEN LEI RODRIGUEZ	570.00
8/24	HILLER PRINTING	2,024.00
8/24	SEAN PATTY	69.86
8/24	HUMBERTO HERNANDEZ JR	35,054.25
8/24	INK LION DESIGNS, LLC	2,977.14
8/24	INSOURCE INSURANCE GROUP, LLC	71.00
8/24	ISTATION	594,038.00
8/24	CHB LLC	10,246.00
8/24	JANA AVERY	159.12
8/24	JEFF DANIELS	295.52
8/24	JENNIFER CRONICK	600.00
8/24	JOHNNY B. CARROLL	238.00
8/24	JON PHILLIPS	1,630.00
8/24	JOSEPH HILLIARD	198.00
8/24	JUDITH CAWLEY	39.95
8/24	JUMBURRITO	868.27
8/24	KAGAN PUBLISHING AND PROFESSIONAL DEVELOPMENT	381.00
8/24	KRONOS INC.	8,250.00
8/24	LA MARGARITA	745.00
8/24	LABATT FOOD SERVICE	258,679.23
8/24	LENNOX INDUSTRIES INC	739.63
8/24	LETICIA BERNAL	524.00
8/24	LINDA GONZALES	67.12
8/24	LINDE GAS & EQUIPMENT INC	377.56
8/24	LOCKFAST LLC	102.60
8/24	LOWE'S	1,188.19
8/24	LUNCH MONY INC	477.94
8/24	LUZ MELENDEZ	150.15
8/24	MALIK EDWARDS	198.00
8/24	MARK BENNETT	496.85
8/24	MARK BENNETT	410.00
8/24	MAURICIO MARQUEZ	957.70
8/24	MICHAEL HAWLEY	916.25
8/24	MICHEAL BETTENHAUSEN	451.03
8/24	MIDLAND ISD	325.00

8/24	MOAK CASEY & ASSOCIATES. INC.	200.00
8/24	MOAK CASEY & ASSOCIATES. INC.	200.00
8/24	NASCO EDUCATION LLC	35.76
8/24	NATIONAL TRAVEL SYSTEMS	434.97
8/24	NEW MEXICO CHILD SUPPORT	300.00
8/24	NEW MEXICO CHILD SUPPORT	659.00
8/24	NORTH TEXAS TOLLWAY AUTHORITY	459.15
8/24	ODESSA SIGN SOLUTION LLC	295.00
8/24	SWECO INC	13,333.60
8/24	LATOSHIA THOMAS	83.33
8/24	MARY CHESSHIRE	50.00
8/24	LANA J PENLEY	7,750.00
8/24	PREMIER FAMILY CARE INC	300.00
8/24	QUILL CORPORATION	1,721.93
8/24	R.T.C., INC.	142.50
8/24	REGION 18 EDUCATION SERVICE CENTER	324.00
8/24	RICARDO SANTIAGO	350.00
8/24	RICARDO SANTIAGO	304.00
8/24	RICHARD ORTEGA	1,800.00
8/24	RODHE PEREZ	188.40
8/24	ROSA HERNANDEZ	23.69
8/24	SAM BROWN	200.00
8/24	SAM BROWN	250.00
8/24	SAM'S CLUB DIRECT	525.88
8/24	SCIENCE TEACHERS ASSOCIATION OF TEXAS	530.00
8/24	SCOTT MURI	408.07
8/24	SHARI RILEY	879.34
8/24	SHAWANA GLENN	524.00
8/24	SHERWIN WILLIAMS	4,603.12
8/24	SKL ENTERPRISES	1,000.00
8/24	SONIA ROCHA	850.36
8/24	STACY ROMAN	524.00
8/24	STAR TECH GROUP	10,000.00
8/24	STONE TOWER GRAFIX	273.00
8/24	SWEET PIZZA LLC	112.73
8/24	SYSCO USA, INC	66,613.19
8/24	TATE SMITH	108.00
8/24	TERESA CHACON	71.61
8/24	TERESA ESPARZA	19.50
8/24	TASB, INC	116.00
8/24	TEXAS SCHOOL ALLIANCE	20,900.00
8/24	TEXAS STATEWIDE NETWORK OF ASSESSMENT PROFESSIONAL	40.00
8/24	THE LITTLE SIGN COMPANY INC	800.00
8/24	THOMAS BONDS	200.00
8/24	TOMMY HAWKINS CONSTRUCTION, INC.	7,657.00
8/24	TROPHY DEN	807.50
8/24	TYPING.COM LLC	6,800.00
8/24	UNITED PARCEL SERVICE INC	36.00
8/24	THE UNIVERSITY OF TEXAS AT TYLER	650.00
8/24	VENYOOZ, INC.	7,749.00

8/24	VERIZON WIRELESS SERVICES LLC	266.00
8/24	VERONICA PEREZ ZAPATA	24.80
8/24	VICTORIA NORENA	60.00
8/24	VITAL SIGNS	1,004.85
8/24	IMPERIAL BAG & PAPER LLC	67.04
8/24	IMPERIAL BAG & PAPER LLC	19,472.85
8/24	WATSON TRUCK & SUPPLY	408.30
8/24	WHITE HOUSE MEAT MARKET	551.85
8/24	WHITLEY PENN LLP	32,160.00
8/24	XEROX CORPORATION	43,318.40
8/24	YOLANDA MARTINEZ	6.14
8/24	ZULEMA PALOMINO	15.97
8/25	BWI COMPANIES INC	4,843.19
8/25	MARIE AMANDA RAMOS	396.00
8/25	PAUL HESTON KING	1,200.00
8/25	CHRISTIE ALLEN	54.75
8/25	CONSUELO GARCIA	283.85
8/25	DELIA CRUZ	50.00
8/25	IMELDA ARMENDARIZ	5.25
8/25	JODIE REDDING	35.00
8/25	PAULA CARRILLO	13.25
8/25	RACHEL WAITE	82.25
8/25	ROCIO CASTILLO	15.00
8/25	SARAH HAWKINS	200.00
8/25	SHONNA DEBES	25.00
8/30	WEST TEXAS EDUCATORS	234,277.66
8/31	A TEX RESTAURANT SUPPLY INC	247,171.10
8/31	ALEXIS MACHUCA	405.34
8/31	AMAZON CAPITAL SERVICES	18,392.00
8/31	AMERICAN EXPRESS	150.00
8/31	AMERICAN EXPRESS	6,963.55
8/31	AMERICAN FAMILY LIFE & CANCER	60.40
8/31	AMERICAN FAMILY LIFE & CANCER	12.00
8/31	ANDREA PATRICIA SOTO	405.34
8/31	ANTONIO R GONZALEZ	529.25
8/31	AUDIO ACOUSTICS HEARING CENTERS	500.00
8/31	BALS DURHAM LP	5,000.00
8/31	BIMBO BAKERIES USA	1,786.86
8/31	BLAIR LAWSON	1,206.95
8/31	BLUE STAR BUS SALES LTD	109.47
8/31	BOOKBINDING & LAMINATING INC	324.00
8/31	BRAUN BEEF & CO INC	10,521.60
8/31	BRIDGETTE CASAS	405.34
8/31	SPARKLIGHT	313.31
8/31	CARLOS NIETO MARTIN	800.00
8/31	CASEY WERNER	282.63
8/31	CASHWAY WEST, INC.	60.48
8/31	CDW-G	34,163.37
8/31	CELESTE POTTER	81.81
8/31	CHARLES AND LEZIEE CHURCHFIELD	44,272.48

8/31	CHRISTOPHER SOTO	609.49
8/31	CODY DOMINGUEZ	175.00
8/31	CODY VALENZUELA	225.00
8/31	COFIROUTE CORPORATIO	2.70
8/31	CORRAL ENVIRONMENTAL CONSULTING, LLC	8,520.00
8/31	CORRAL ENVIRONMENTAL CONSULTING, LLC	5,540.00
8/31	CORRAL ENVIRONMENTAL CONSULTING, LLC	3,790.00
8/31	CORTNEY SMITH	507.41
8/31	DALE C. CALLEN, JR.	162.38
8/31	DS WATERS OF AMERICA INC	146.56
8/31	EASON HORTICULTURAL RESOURCES	467.20
8/31	EDUPHORIA INCORPORATED	28,320.00
8/31	ELDA BAEZA	914.00
8/31	ELIZABETH GRAY	1,041.46
8/31	ERIKA POCATERRA	405.34
8/31	FERGUSON FACILITIES SUPPLY	5,276.84
8/31	FIRST FINANCIAL ADMINISTRATORS	32,076.37
8/31	FIRST FINANCIAL ADMINISTRATORS	22,138.33
8/31	FIRST FINANCIAL ADMINISTRATORS	68,284.20
8/31	FIRST FINANCIAL ADMINISTRATORS	3,250.00
8/31	FIRST FINANCIAL ADMINISTRATORS	5,720.00
8/31	FIRST FINANCIAL ADMINISTRATORS	416.66
8/31	FIRST FINANCIAL ADMINISTRATORS	1,573.50
8/31	FIRST FINANCIAL ADMINISTRATORS	13,636.15
8/31	FIRST FINANCIAL ADMINISTRATORS	9,453.65
8/31	FIRST FINANCIAL ADMINISTRATORS	6,959.20
8/31	FIRST FINANCIAL ADMINISTRATORS	4,150.00
8/31	FIRST FINANCIAL ADMINISTRATORS	3,021.04
8/31	FIRST FINANCIAL ADMINISTRATORS	85,686.91
8/31	FIRST FINANCIAL ADMINISTRATORS	2,736.65
8/31	G H DAIRY	18,680.18
8/31	GARDENDALE WATER CO	402.00
8/31	GARRETT DEVAULT	320.00
8/31	GRAINGER	2,654.32
8/31	GRISELDA FLORES	405.34
8/31	GROGGY DOG SPORTSWEAR & GRAPHIC DESIGN	828.00
8/31	GUSTAVO PADILLA	2,800.00
8/31	HEALTH SERVICES ADMINISTRATION	23,045.97
8/31	HOME DEPOT USA INC - STORE #562	14,062.48
8/31	HORACE MANN INS CO	48.82
8/31	IDAHO CHILD SUPPORT RECEIPTING	278.00
8/31	IMAGINE LEARNING LLC	450,000.00
8/31	INTERNATIONAL BACCALAUREATE ORGANIZATION	11,650.00
8/31	INVESTRUST	35,481.20
8/31	ISTATION	1,881.00
8/31	JANA NORMAN	126.62
8/31	JASON OSBORNE	159.00
8/31	JESSICA DOMINGUEZ	190.53
8/31	JNT RESOURCES PARTNERS, LP	1,034.65
8/31	JNT RESOURCES PARTNERS, LP	1,916.05

8/31	JOE ANGEL FLORES	337.72
8/31	JUDITH CAWLEY	1,152.30
8/31	JUMBURRITO	61.50
8/31	KAGAN PUBLISHING AND PROFESSIONAL DEVELOPMENT	609.50
8/31	KAY'S EMBLEMS INC	1,481.25
8/31	KEITH A RODRIGUEZ	250.00
8/31	LABATT FOOD SERVICE	79,159.63
8/31	LENNOX INDUSTRIES INC	3,129.08
8/31	LOVING GUIDANCE INC	14,980.00
8/31	LUISANA MAURICIO	16.81
8/31	MAGALY NIETO	405.34
8/31	MAGDALENA HIGNOJOS	320.00
8/31	MARK BENNETT	1,731.64
8/31	MARK BENNETT	3,700.00
8/31	MINDPLAY EDUCATION LLC	16,115.00
8/31	NATALIE BAEZA	405.34
8/31	NATIONAL COUNCIL OF SUPERVISORS OF MATHEMATICS	2,045.00
8/31	NATIONAL TRAVEL SYSTEMS LP	394.47
8/31	NATIONAL TRAVEL SYSTEMS	676.68
8/31	NETSYNC NETWORK SOLUTIONS	27,500.00
8/31	NEW MEXICO CHILD SUPPORT	300.00
8/31	NEW MEXICO CHILD SUPPORT	659.00
8/31	NIMBUS DRINKING WATER SYSTEMS	485.00
8/31	NWEA	396,208.75
8/31	ODESSA COLLEGE	500.00
8/31	SWECO INC	19,980.86
8/31	AMANDA MARTINEZ	20.00
8/31	AMANDA UDAVE	46.50
8/31	HILARY MEADE	25.00
8/31	LYSETTE RUBALCAVA	414.00
8/31	MARIE LOPEZ	54.50
8/31	MELISSA LOYA	65.00
8/31	MELISSA LOYA	107.25
8/31	PENSKE COMMERCIAL VEHICLES US LLC	5,608.63
8/31	JIMMIE DO GAYLOR	285.00
8/31	PETROLEUM TRADERS CORPORATION	47,802.42
8/31	PRISCILLA HERNANDEZ	405.34
8/31	REBECCA AVERY BUGG	405.34
8/31	REBECCA JOY	221.00
8/31	REGION 18 EDUCATION SERVICE CENTER	330.00
8/31	REGION 18 EDUCATION SERVICE CENTER	300.00
8/31	REGION 18 EDUCATION SERVICE CENTER	5,000.00
8/31	REGION 18 EDUCATION SERVICE CENTER	800.00
8/31	REGION 18 TSNO	2,300.00
8/31	RENZULLI LEARNING LLC	12,400.00
8/31	RICARDO SANTIAGO	225.00
8/31	WILLIAM MARCH RICE UNIVERSITY	300.00
8/31	RIVERSIDE ASSESSMENTS LLC	11,704.28
8/31	ROBERTS TRUCK CENTER OF TEXAS	40.64
8/31	RODRIGUEZ DRYWALL & PAINT CO	50,000.00

8/31	RODRIGUEZ DRYWALL & PAINT CO	50,000.00
8/31	RON OSBORN INC	10,900.00
8/31	SAM BROWN	450.00
8/31	SAM'S CLUB DIRECT	3,123.03
8/31	SARAH L HAWKINS	405.34
8/31	SCIENCE TEACHERS ASSOCIATION OF TEXAS	530.00
8/31	STONE TOWER GRAFIX	1,255.71
8/31	SYSCO USA, INC	14,762.08
8/31	TENESIA MELENDEZ	175.00
8/31	TERESA MIRANDA	194.59
8/31	TEXAS A&M AGRILIFE EXTENSION SERVICE	1,210.00
8/31	TEXAS A&M UNIVERSITY	500.00
8/31	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	825.00
8/31	TASB, INC	2,750.00
8/31	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	362.00
8/31	TEXAS CHRISTIAN UNIVERSITY	500.00
8/31	TEXAS LIFE INSURANCE CO	111,929.86
8/31	TEXAS STATE TEACHERS ASSOCIATION	26,950.04
8/31	TEXAS TECH HEALTH SCIENCES CTR	300.00
8/31	TEYSHA TINDOL	350.00
8/31	THE CINCINNATI LIFE INS. CO	266.28
8/31	TYLER BUSINESS FORMS	314.37
8/31	UNITED PARCEL SERVICE INC	36.00
8/31	UNITED REFRIGERATION	1,262.44
8/31	UNIVERSE TECHNICAL TRANSLATION INC	1,034.04
8/31	THE UNIVERSITY OF TEXAS AT AUSTIN	300.00
8/31	THE UNIVERSITY OF TEXAS AT AUSTIN	800.00
8/31	UNIVERSITY OF TX-PERMIAN BASIN	300.00
8/31	VERIZON WIRELESS SERVICES LLC	892.92
8/31	IMPERIAL BAG & PAPER LLC	40,401.28
8/31	WATSON TRUCK & SUPPLY	1,371.85
8/31	WILLIAMS PAVING & EXCAVATION. INC	24,400.00
8/31	WILLIAMS PAVING & EXCAVATION. INC	13,500.00
8/31	WILLIAMS PAVING & EXCAVATION. INC	1,250.00
8/31	XEROX CORPORATION	32,598.66
8/31	ZULEMA PALOMINO	62.30
9/1	ACCELERATION ACADEMIES	162,195.22
9/1	ATHLETIC SUPPLY INC	5,247.75
9/1	SCHOOL LIFE	1,380.00
9/1	REGION 18 EDUCATION SERVICE CENTER	5,000.00
9/1	REGION 18 EDUCATION SERVICE CENTER	3,150.00
9/1	SARAH E GRIFFIN	405.34
9/7	A TEX RESTAURANT SUPPLY INC	149,572.50
9/7	A-1 EMBROIDERY & SCREEN PRINTING	560.00
9/7	AARON ALEX MOLINA	78.75
9/7	ACCELERATE LEARNING INC.	1,200.00
9/7	AIDE EMILIANO	39.31
9/7	ALLEN JONES	41.00
9/7	AMAZON CAPITAL SERVICES	12,766.99
9/7	AMPLIFY EDUCATION INC	11,000.00

9/7	ANH NGUYEN	122.94
9/7	ANTHONY JOEL SOROLA	1,055.25
9/7	ANTONIO ROSSINI	78.06
9/7	APPLIED EDUCATIONAL SYSTEMS INC	5,000.00
9/7	ASSOCIATION FOR COMPENSATORY EDUCATORS OF TEXAS	525.00
9/7	AT&T	888.34
9/7	ATHLETIC SUPPLY INC	540.00
9/7	ATKINS HOLLMAN JONES PEACOCK	8,841.75
9/7	AUDIO ACOUSTICS HEARING CENTERS	550.00
9/7	B&H FOTO ELECTRONICS CORPORATION	915.74
9/7	BARRON PAINT & EQUIPMENT	3,031.00
9/7	BEST CHOICE COFFEE SERVICES LLC	973.96
9/7	BIMBO BAKERIES USA	2,238.90
9/7	BLUE CROSS BLUE SHIELD TEXAS	1,033.08
9/7	BLUE STAR BUS SALES LTD	100.98
9/7	BRITTANY MOLINAR	41.44
9/7	BRITTANY SWAIM	30.25
9/7	BYRNE BROS FOODS INC	21,292.90
9/7	CAREN ELAINE RENEAU	450.00
9/7	CASHWAY WEST, INC.	28.99
9/7	CDW-G	19,888.48
9/7	CECILIA NUNEZ	46.80
9/7	RUSSELL DUNN	91.60
9/7	CHRISTINA SIFUENTEZ	26.25
9/7	CITY OF ODESSA	32,514.34
9/7	COCA-COLA SOUTHWEST BEVERAGES LLC	1,837.24
9/7	CODY VALENZUELA	192.00
9/7	CORRAL ENVIRONMENTAL CONSULTING, LLC	915.00
9/7	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
9/7	CUSTOM WHOLESALE SUPPLY INC	396.50
9/7	DANIEL BUSTAMANTE	149.31
9/7	DIANE HARLAN	128.50
9/7	DOMINO'S PIZZA	36.00
9/7	ELUMA LLC	85,350.00
9/7	EMMANUEL HUITRON	55.31
9/7	EXPLORELEARNING LLC	69,835.87
9/7	FERGUSON FACILITIES SUPPLY	1,688.25
9/7	G H DAIRY	49,702.26
9/7	GARDENDALE WATER CO	84.00
9/7	GENERATION GENIUS, INC.	175.00
9/7	GOODSON SERVICE COMPANY	109.95
9/7	GRAINGER	3,688.47
9/7	GRETCHEN BERNABEI	1,290.00
9/7	HUMBERTO HERNANDEZ JR	49,710.07
9/7	HURT EXTERMINATING	73,050.00
9/7	IMAGERY GRAPHIC SYSTEMS	762.50
9/7	IMAGINE LEARNING LLC	343,025.00
9/7	INK LION DESIGNS, LLC	789.38
9/7	IXL LEARNING	20,800.00
9/7	JAMES PHILLIPS WILLIAMS MEMORIAL FOUNDATION	5,100.00

9/7	JENNIFER WIMBERLEY	38.44
9/7	JOIE SEATON	32.13
9/7	JOSE BENAVIDES	225.00
9/7	K. B. SAFE & LOCK CO	319.00
9/7	KAY'S EMBLEMS INC	425.00
9/7	KENDALL HUNT PUBLISHING COMPANY	977.77
9/7	KYLE RIPPE	87.19
9/7	LABATT FOOD SERVICE	66,471.47
9/7	LEGENDS OF LEARNING INC	76,250.00
9/7	LILIA NANEZ	78.00
9/7	LONE STAR LEARNING	7,504.00
9/7	LONE STAR LEARNING	7,760.00
9/7	LUBBOCK ISD	252.00
9/7	LUIS MENDOZA	49.38
9/7	LUISANA MAURICIO	50.81
9/7	LUZ MELENDEZ	106.29
9/7	LVR COMMERICAL FLOORING	5,595.00
9/7	LVR COMMERICAL FLOORING	14,621.60
9/7	MAGALY NIETO	51.01
9/7	MARISSA LOPEZ	29.00
9/7	MARK BENNETT	1,967.90
9/7	MIGUEL TORRES	45.25
9/7	NATIONAL NOTARY ASSOCIATION	214.00
9/7	NCS PEARSON INC	5,928.00
9/7	NIMBUS DRINKING WATER SYSTEMS	27.00
9/7	ODESSA CHAMBER OF COMMERCE	2,100.00
9/7	SWECO INC	38,689.73
9/7	SEWCO INC	177.98
9/7	OLIVIA PORRAS	76.63
9/7	ELUMA LLC	85,350.00
9/7	ELUMA LLC	53,905.61
9/7	OPERATIONAL SUPPORT SERVICES INC	210.00
9/7	PADRINO FOODS	42,350.40
9/7	PENSKE COMMERCIAL VEHICLES US LLC	65.65
9/7	PERMIAN TRACTOR SALES INC	13,239.50
9/7	PETROLEUM TRADERS CORPORATION	49,566.92
9/7	RACHEL GALVAN	23.50
9/7	RAY DOMINGUEZ	83.63
9/7	REGION 18 EDUCATION SERVICE CENTER	850.00
9/7	RICARDO SANTIAGO	270.00
9/7	ROSA M DOMINGUEZ	54.94
9/7	ROSA M DOMINGUEZ	159.12
9/7	ROSHELL D CAUFIELD	2,600.00
9/7	SAM'S CLUB DIRECT	1,729.73
9/7	SAM'S CLUB DIRECT	101.29
9/7	SCHOOLMINT INC	3,150.00
9/7	SEESAW LEARNING	44,609.70
9/7	SEWELL FORD INC	113.53
9/7	SHERWIN WILLIAMS	1,771.88
9/7	SOUTHERN MAID DONUTS	285.00

9/7	SOUTHERN TIRE MART LLC	1,815.80
9/7	TBP PRODUCTIONS, LLP	450.00
9/7	TEXAS ACADEMIC DECATHLON FOUNDATION	1,500.00
9/7	TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS	2,970.00
9/7	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	145.00
9/7	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	145.00
9/7	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	145.00
9/7	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	145.00
9/7	TEXAS EXCAVATION SAFETY SYSTEM, INC.	30.40
9/7	TEXAS INSTRUMENTS INC	2,500.00
9/7	THE MCCRELESS COMPANY	83.92
9/7	THE MCCRELESS COMPANY	2,525.00
9/7	THEODORE MCDONALD	81.19
9/7	THIS IS LANGUAGE	14,940.00
9/7	UNITED REFRIGERATION	519.56
9/7	UNIVERSITY MEDICAL SUPPLY	1,260.00
9/7	UNIVERSITY OF TX-PERMIAN BASIN	300.00
9/7	VALERIA ZAMBRANO	149.30
9/7	VIKTORIA R HENDERSON	43.06
9/7	IMPERIAL BAG & PAPER LLC	9,292.23
9/7	WATSON TRUCK & SUPPLY	3,999.33
9/7	XEROX CORPORATION	99.00
9/14	806 TECHNOLOGIES INC.	53,150.00
9/14	ABEL AVILA	495.11
9/14	ACCELERATE LEARNING INC	602,775.00
9/14	ACCELERATE LEARNING INC.	69,984.00
9/14	ACCELERATION ACADEMIES	33,571.57
9/14	AGPARTS WORLDWIDE INC	24,950.00
9/14	ALAN WILLIAMS	793.67
9/14	ALBERT J VALENCIA	414.07
9/14	LITHIA MOTORS SUPPORT SERVICES	37,876.40
9/14	AMAZON CAPITAL SERVICES	29,173.29
9/14	ANTHONY GARCIA	183.99
9/14	APPLE, INC	3,887.00
9/14	ARLENE BRITO	780.27
9/14	ASHLEY OSBORNE	1,301.04
9/14	AUSTIN TREVINO	1,076.02
9/14	AUSTIN TREVINO	228.34
9/14	AVERY MCWILLIAMS	14.44
9/14	BEST CHOICE COFFEE SERVICES LLC	255.83
9/14	BIMBO BAKERIES USA	2,251.80
9/14	BLUEFIN LLC	581,929.81
9/14	BRAKES AND WHEELS INC.	1,918.00
9/14	BRAUN BEEF & CO INC	69,304.40
9/14	BRAZOS DOOR & HARDWARE	16,075.00
9/14	BRIDGETTE PROFIT	144.00
9/14	BYRNE BROS FOODS INC	6,156.00
9/14	SPARKLIGHT	226.44
9/14	CDW-G	20,428.07
9/14	CELESTE POTTER	163.42

9/14	RUSSELL DUNN	91.56
9/14	NBCEC INC	390.68
9/14	CHRIS STANLEY	1,230.26
9/14	CODY VALENZUELA	125.00
9/14	COMMERCIAL FOOD SERVICE	133,110.00
9/14	COURTNEY HALLCY	175.00
9/14	CULLIGAN WATER CONDITIONING OF WEST TEXAS	167.50
9/14	CUSTOM WHOLESALE SUPPLY INC	45.32
9/14	CUT TIME LLC	4,619.00
9/14	DALE'S ALIGNMENT & BRAKE SERVICE INC	1,115.25
9/14	DALLAS FOUNDATION TX NONPROFIT CORPORATION	130,000.00
9/14	DELMA ABALOS	1,706.38
9/14	DENNIS CARROLL JONES	1,706.38
9/14	DONNA SMITH	1,343.32
9/14	ECTOR COUNTY APPRAISAL DIST	537,145.75
9/14	EDUPROJECT ELL LLC	76,867.25
9/14	FERGUSON FACILITIES SUPPLY	314.97
9/14	FIRST FINANCIAL ADMINISTRATORS	24,655.59
9/14	FIRST FINANCIAL ADMINISTRATORS	10,082.96
9/14	FIRST FINANCIAL ADMINISTRATORS	110,130.86
9/14	FIRST FINANCIAL ADMINISTRATORS	3,071.59
9/14	FIRST FINANCIAL ADMINISTRATORS	15,289.99
9/14	FISHER SCIENTIFIC	97.68
9/14	FORMATIVE LOOP, INC.	3,500.00
9/14	G H DAIRY	36,009.18
9/14	GABRIELA GRANADO	920.00
9/14	GARDENDALE WATER CO	746.00
9/14	GOANIMATE, INC.	299.00
9/14	GOODSON SERVICE COMPANY	660.00
9/14	GRAINGER	2,848.82
9/14	HAPPY GRINGO LLC	697.03
9/14	HILLER PRINTING	6,500.00
9/14	ID PLUS LLC	1,273.00
9/14	INK LION DESIGNS, LLC	1,359.51
9/14	INTERNATIONAL ASSURANCE	60,506.69
9/14	ISTATION	651.75
9/14	JAIME MILLER	100.00
9/14	JANICE CRAWFORD	500.00
9/14	JAVIER RUIZ	535.12
9/14	JIMMY OLAGUE	120.00
9/14	JON PHILLIPS	461.00
9/14	KAY'S EMBLEMS INC	2,324.25
9/14	L WALLACE CONSTRUCTION CO INC	8,178.98
9/14	L WALLACE CONSTRUCTION CO INC	48,800.55
9/14	L WALLACE CONSTRUCTION CO INC	199,639.49
9/14	LABATT FOOD SERVICE	77,296.55
9/14	LACY FOSTER	2,500.00
9/14	UIL DISTRICT 2-6A	9,000.00
9/14	LENNOX INDUSTRIES INC	2,132.41
9/14	LINDE GAS & EQUIPMENT INC	1,218.28

9/14	LISA WILLS	100.00
9/14	LIVESCHOOL INC	1,475.00
9/14	LONE STAR LEARNING	251,160.00
9/14	LYDIA GAIL ROUNDTREE	545.12
9/14	MACEE LANE	175.00
9/14	MALINA ROUX	228.34
9/14	MARK LOE. LLC	125.00
9/14	MEGAN SNYDER	21.88
9/14	MERGE LABS, INC	56,563.50
9/14	MIKAL CROWDER	545.12
9/14	MOBYMAX EDUCATION LLC	1,995.00
9/14	NEWSELA INC	275,000.00
9/14	NICOLAS REYES	829.05
9/14	NIMBUS DRINKING WATER SYSTEMS	155.00
9/14	NORTH TEXAS TOLLWAY AUTHORITY	395.28
9/14	ODESSA CRIME STOPPERS, INC	5,000.00
9/14	ODESSA FAMILY YMCA	55,200.00
9/14	ODESSA SIGN SOLUTION LLC	72.00
9/14	SWECO INC	13,896.68
9/14	SEWCO INC	84.98
9/14	ORAN DOBBINS	780.27
9/14	JIMMIE DO GAYLOR	387.12
9/14	PETER C GORMAN	2,250.00
9/14	PETROLEUM TRADERS CORPORATION	39,384.00
9/14	PIRAINO CONSULTING, INC	425.00
9/14	PRECISION BUSINESS MACHINES	349.95
9/14	QUAVER'S MARVELOUS WORLD OF MU	352,800.00
9/14	R.T.C., INC.	2,087.00
9/14	REBECCA GALVAN	333.24
9/14	RICARDO SANTIAGO	125.00
9/14	ROBERTS TRUCK CENTER OF TEXAS	76.64
9/14	RODRIGUEZ DRYWALL & PAINT CO	26,300.00
9/14	SALESFORCE.COM INC	4,690.00
9/14	SAM BROWN	300.00
9/14	SAM'S CLUB DIRECT	1,666.29
9/14	SANDY EMMERSON	810.00
9/14	SCHOOLMINT INC	38,754.00
9/14	SCOTT MURI	768.89
9/14	SHELLEY WAGNER	144.00
9/14	SHERWIN WILLIAMS	493.64
9/14	SHERWIN WILLIAMS (FLOORING)	1,632.80
9/14	SIRIUS EDUCATION SOLUTIONS LLC	1,935.00
9/14	SOUTHERN TIRE MART LLC	190.00
9/14	STACI STEPHENS ASHLEY	549.12
9/14	STERICYCLE	614.47
9/14	STEVE BROWN	1,706.38
9/14	STONE TOWER GRAFIX	2,498.25
9/14	SUMMIT K12 HOLDING INC	117,330.00
9/14	SWAGIT PRODUCTIONS, LLC	695.00
9/14	SYSCO USA, INC	14,040.00

9/14	TAMMY HAWKINS	874.00
9/14	TEXAS BOOK COMPANY	26.34
9/14	TERESA MARTINEZ	780.27
9/14	TEXAS ASSOCIATION FOR THE GIFTED & TALENTED	145.00
9/14	TEXAS ASSOCATION OF SCHOOL BOARDS	2,500.00
9/14	TASB, INC	425.00
9/14	TASB, INC	425.00
9/14	TEXAS COUNCIL OF ADMINISTRATORS OF	125.00
9/14	TEXAS COUNCIL OF ADMINISTRATORS OF	125.00
9/14	TEXAS COUNCIL OF ADMINISTRATORS OF	125.00
9/14	TEXAS COUNCIL OF ADMINISTRATORS OF	125.00
9/14	TEXAS COUNCIL OF ADMINISTRATORS OF	125.00
9/14	TEXAS COUNCIL OF ADMINISTRATORS OF	125.00
9/14	TEXAS INTERNATIONAL BACCALAUREATE SCHOOLS	1,100.00
9/14	THE EDU-SOURCE CORPORATION	300,778.03
9/14	THE SCRIPPS NATIONAL SPELLING BEE	4,000.00
9/14	UNITED REFRIGERATION	34.15
9/14	UNIVERSE TECHNICAL TRANSLATION INC	434.67
9/14	THE UNIVERSITY OF TEXAS AT AUSTIN	8,100.00
9/14	UNIVERSITY OF TX-PERMIAN BASIN	200.00
9/14	UNIVERSITY OF TX-PERMIAN BASIN	113,617.00
9/14	US FOODS, INC.	657.45
9/14	VERIZON WIRELESS SERVICES LLC	15,020.70
9/14	VICTORIA NORENA	82.51
9/14	VITAL SIGNS	55.56
9/14	IMPERIAL BAG & PAPER LLC	1,089.02
9/14	WALSH GALLEGOS TREVINO KYLE & ROBINSON PC	435.50
9/14	WATSON TRUCK & SUPPLY	3,649.33
9/14	WHITLEY PENN LLP	6,650.00
9/14	WILLIAM UTSLER	244.12
9/14	XEROX CORPORATION	1,628.18
8/17	PCARX LLC	85,065.00
8/17	AETNA LIFE INSURANCE COMPANY	494,538.14
8/17	BANK OF NEW YORK MELLON	5,898,125.00
8/17	BANK OF NEW YORK MELLON	1,694,809.38
8/17	BANK OF NEW YORK MELLON	131,625.00
8/17	BANK OF NEW YORK MELLON	1,030,923.25
8/17	CAREATC INC	78,059.25
8/18	AETNA LIFE INSURANCE COMPANY	928,313.42
8/18	AETNA LIFE INSURANCE COMPANY	107,371.00
8/18	PCARX LLC	156,204.92
8/25	AETNA LIFE INSURANCE COMPANY	491,840.88
8/25	PCARX LLC	161,476.60
9/1	AETNA LIFE INSURANCE COMPANY	451,098.88
9/1	PCARX LLC	170,550.10
9/8	CAREATC INC	4,911.34
9/8	CAREATC INC	676.00
9/8	AETNA LIFE INSURANCE COMPANY	335,527.53
9/8	WELLSPRING TELEHEALTH	9,930.00
9/8	PCARX LLC	167,007.02

9/8	CAREATC INC	78,059.25
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	946
	TOTAL AMOUNT WRITTEN FOR DISTRICT	$ 25,887,434.24

Request for Approval of
Acceptance of Donations over $10,000

In accordance with policy CDC (local), Ector County ISD is requesting approval to receive the following donations greater than $10,000.

Amount	Fund	From	Description
$91,092	715	Permian Strategic Partnership/The Dallas Foundation	Staff housing supplement.
$17,520	482	Education Foundation	PHS Project Walk the Graph (150 calculators).
$12,500	199	Education Foundation	A portion of the ECISD Grant Writer salary to be received over three years in 2021 through 2023.

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES

CDC

(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / _____
Principal OR Director

_____ / _____
School OR Department

Education Foundation of Odessa | Jay Arrick, President
Name of Donor (if organization, please include name of president)

PO Box 951 | Odessa | Texas | 79760
Mailing address | City | State | Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Check# 3142	$ 91,092.16	Weidner Teacher Housing Initiative
	$	
	$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: Deposit to housing fund
715-00-5744-83 FY 21/22

( ) Approval ( ) Disapproval _____
PRINCIPAL / DIRECTOR Date

(✓) Approval ( ) Disapproval Celeste Pattillo 9-1-22
DIRECTOR OF DEVELOPMENT Date

(✓) Approval ( ) Disapproval D Ortiz 9/6/22
CHIEF FINANCIAL OFFICER Date

(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

Memo

To: Deborah Ottmers, Finance

From: Celeste Potter, Education Foundation

Date: September 1, 2022

Re: Grant – Weidner Teacher Housing Initiative

Message:

Enclosed is a check (ck# 3142) in the amount of $91,092.16 designated for the Weidner Teacher Housing Initiative. These funds were granted to the Education Foundation by The Dallas Foundation on behalf of the Permian Strategic Partnership Fund and are only to be used for the intended grant purpose.

Any unused funds should be returned to the Education Foundation.

Education Foundation
Inspiration in Education

CASH ONLY IF ALL *CheckLock*™ SECURITY FEATURES LISTED ON BACK INDICATE NO TAMPERING OR COPYING

Education Foundation of Odessa, Inc.
P.O. Box 951
Odessa, TX 79760
(432) 456-7059
www.educationfoundationodessa.org

Prosperity Bank
620 N. Grant
Odessa, TX 79761
88-2258/1113

3142

9/1/2022

PAY TO THE ORDER OF Ector County ISD

$ **91,092.16

Ninety-One Thousand Ninety-Two and 16/100********** DOLLARS

PROTECTED AGAINST FRAUD

Ector County ISD
PO Box 3912
Odessa, Texas 79760

Celeste Pattie

MEMO

⑈111322583⑈ 1008041⑈ 3142

© 2014 INTUIT INC. 1-800-433-8810

Education Foundation of Odessa, Inc. 3142

Ector County ISD 9/1/2022

Weidner Teacher Housing Initiative 91,092.16

715-00-5144-83

DO
9/6/22

FY 21/22

Prosperity Bank Chec 91,092.16

The Dallas Foundation

3000 Pegasus Park Drive, #930
Dallas, TX 75247

214.741.9898
info@dallasfoundation.org

August 15, 2022

Ector County ISD Education Foundation
P.O. Box 951
Odessa, TX 79760

RE: Grant # 60262

Dear Ector County ISD Education Foundation,

We are pleased to inform you that Ector County ISD Education Foundation has been awarded the following grant:

Recommended by:
Permian Strategic Partnership Fund

Designated toward:
Weidner Teacher Housing Initiative

Amount:
$91,092.16

Payment:
Payment of this grant will be paid via ACH within 2-5 business days. No benefits can be received in connection with this donation.

Acknowledgement:
When publicizing this grant, please acknowledge as follows:
Permian Strategic Partnership Fund at The Dallas Foundation

Since our founding as a community foundation almost a century ago, The Dallas Foundation has connected people to the causes they care about—improving lives and making progress you can see throughout North Texas.

On behalf of our donors and fundholders, we extend sincere wishes for your organization's continued success.

Sincerely,

DGuerrero

Diana Guerrero
Grants Processing Associate

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES

CDC
(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: Dr. Delesa Styles / _____
Principal OR Director

Permian High School / _____
School OR Department

Education Foundation of Odessa — Jay Arrick, President
Name of Donor (if organization, please include name of president)

PO Box 951 — Odessa — Texas — 79760
Mailing address — City — State — Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Check# 3101	$ 17,520.00	22-23 Grant
	$	
	$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: "Walk the Graph" - Patrick Moseley

( ) Approval ( ) Disapproval — Delesa Styles — 7-22-22
PRINCIPAL / DIRECTOR — Date

(✓) Approval ( ) Disapproval — Celeste Potter — 7-19-22
DIRECTOR OF DEVELOPMENT — Date

(✓) Approval ( ) Disapproval — Deborah Holmes — 8/22/22
CHIEF FINANCIAL OFFICER — Date
(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval _____
SUPERINTENDENT OF SCHOOLS — Date

Memo

To: Albessa Chavez, Finance

From: Celeste Potter, Education Foundation

Date: July 18, 2022

Re: Grant – Permian HS

Message:

Permian HS is the recipient of an Education Foundation Grant for the 2022-2023 school year. The enclosed check (check# 3101) in the amount of $17,520.00 is to cover all costs associated with the approved grant budget which you'll find enclosed.

Grant Title: **Walk the Graph**
Amount: **$17,520.00**
Teacher(s): **Patrick Moseley**

Funds must be expended by March 4, 2022 23.
Any unused funds should be returned to the Education Foundation.

**Donation form is awaiting principal signature.

Education Foundation
Inspiration in Education

Memo

To: Dr. Delesa Styles, Permian HS

From: Celeste Potter, Education Foundation of Odessa

Date: July 19, 2022

Re: Grant

Message:

Permian HS is the recipient of an Education Foundation Grant for the 2022-2023 school year. Please sign the attached donation form and return to Finance to ensure your campus has funds available when it's time to make necessary purchases.

Grant Title: Walk the Graph
Amount : $17,520.00
Teacher(s): Patrick Mosely

The Education Foundation Board of Directors are excited to see this project come to life!

Education Foundation
Inspiration in Education

ECISD
OUR students THE future

2022-2023 GRANT AGREEMENT

The Education Foundation's Grants for Inspiration & Innovation program is designed to encourage, facilitate, recognize and reward innovative and creative instructional approaches to the accomplishment of program objectives. You are to be congratulated on receiving a grant from the Education Foundation of Odessa for the 2022-2023 school year. Outlined below are your responsibilities as a grant recipient.

Please read, sign and return to the Education Foundation.

Responsibilities of Grant Recipients:

- Attend Grant Recipient Meeting on August 11, 2022 at 4:00 p.m.
- Use the awards for the purposes intended as outlined in your approved grant application. Any amendments to proposal must be approved by Education Foundation.
- Funds must be expended by Friday, March 10, 2023. Any unexpended funds should be returned to the Education Foundation.
- Project must be fully implemented and evaluation forms must be submitted to the Education Foundation. Evaluation forms are due to the Education Foundation no later than Friday, June 9, 2023.
- Agree to share successful procedures in staff development sessions if/when asked.
- Agree to allow Education Foundation representative(s) to observe if/when asked.

Grant Title: **Walk the Graph**

Amount Awarded: **$17,520.00**

Primary Grant Contact: Patrick Mosley

[X] I have read and understand the responsibilities of being an Education Foundation Grant Recipient and agree to adhere to those responsibilities to the best of my ability. I understand that failure to comply may result in the automatic denial of future grant requests.

Primary Contact's Signature

7-10-2022
Date

FOR EDUCATION FOUNDATION OFFICE USE ONLY:
Date Received:
Board Member Assigned:

ECISD

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
P.O. BOX 3912
ODESSA, TEXAS 79760-3912

CASH RECEIPT
RECEIPT # 78497

Receipt Date	07/28/2022
Receipt Time	17:49:27
Reference	3101

Clerk: **SAENZ, REGINA**

EXPENSE ACCOUNT	COMMENT	DESCRIPTION	AMOUNT
		Misc Cash Receipts	
		WALK THE GRAPH	$17,520.00
482-00-5744-00-000-00-48223	GIFTS & BEQUESTS		$17,520.00

PAID BY: EDUCATION FOUNDATION OF ODESSA, INC.
PAYMENT METHOD: CHECK

3101

Education Foundation of Odessa, Inc.
Ector County ISD

7/18/2022

17,520.00

2022-2023 EF Grant
'Walk the Graph' - Permian HS
Patrick Moseley

482-00-5744-00-000-00-48223 R# 78497
482-11-6396-00-003-11-48223 14476.00
482-11-6398-00-003-11-48223 2810.00
482-11-6399-00-003-11-48223 234.00
JV# 200225

Prosperity Bank Chec 22-23 EF Grant 17,520.00

Grants for Inspiration & Innovation
Budget Template

Education Foundation
Inspiration in Education

Name of Grant Proposal: Walk the Graph

Project Total: $17,520 Total Amount Requested: $ $17,520

Item Description	Quantity	Cost per Unit	Total
TI CBR 2TM Motion Sensor CALCULATORS	150	$97	$14,550
Pelican Air 1606 with Foam – hard case	10	$281	$2,810
Extra AA Batteries 6399	13	$18	$234
		Grand Total:	$17,594

6396
6398
6399

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES

105

CDC

(EXHIBIT)A

OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / Celeste Potter
Principal OR Director

_____ / Development Office
School OR Department

Education Foundation of Odessa — Jay Arrick, President
Name of Donor (if organization, please include name of president)

PO Box 951 — Odessa — Texas — 79760
Mailing address — City — State — Zip Code

has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Check# 3141	$ 12,500.00	Grant Writer Salary Donation
	$	
	$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: installment 3 of 4 - 2022 FY 22/23

( ) Approval ( ) Disapproval _____
PRINCIPAL / DIRECTOR Date

(✓) Approval ( ) Disapproval Celeste Potter 9-1-22
DIRECTOR OF DEVELOPMENT Date

(✓) Approval ( ) Disapproval [signature] 9/6/22
CHIEF FINANCIAL OFFICER Date

(The following approval required for a single donation/gift of $10,000 or more)

( ) Approval ( ) Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

Memo

To: Deborah Ottmers, Chief Financial Officer

From: Celeste Potter, Education Foundation

Date: September 1, 2022

Re: Donation

Message:

The Education Foundation Board of Directors has committed to donating $50,000/year for 3 years to ECISD to cover new costs surrounding the ECISD Grant Writer position. This donation will be disbursed in quarterly installments of $12,500/each. Enclosed is check# 3141 which is the Foundation's third installment for 2022.

Any unused funds should be returned to the Education Foundation.

Education Foundation
Inspiration in Education

CASH ONLY IF ALL *CheckLock*™ SECURITY FEATURES LISTED ON BACK INDICATE NO TAMPERING OR COPYING

Education Foundation of Odessa, Inc.
P.O. Box 951
Odessa, TX 79760
(432) 456-7059
www.educationfoundationodessa.org

Prosperity Bank
620 N. Grant
Odessa, TX 79761
88-2258/1113

3141

9/1/2022

PAY TO THE ORDER OF Ector County ISD

$ **12,500.00

Twelve Thousand Five Hundred and 00/100********** DOLLARS

PROTECTED AGAINST FRAUD

Ector County ISD
PO Box 3912
Odessa, Texas 79760

Celeste Patton

MEMO

⑈111322583⑈ 100804116⑈ 3141

© 2014 INTUIT INC. 1-800-433-8810

Education Foundation of Odessa, Inc. 3141

Ector County ISD 9/1/2022

Installment 3 of 4 (2022) 12,500.00
Donation to ECISD Grant Writer Salary

199-00-5144-w-705
DOHs
22/23

Prosperity Bank Chec 12,500.00

[redacted]



REQUEST FOR APPROVAL OF STAFF DEVELOPMENT MINUTES WAIVER

The purpose of this waiver is to allow our district to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year. The early release days will engage students in instruction for 4 hours as required by the Texas Education Agency. The total waiver minutes for staff development may not exceed 2,100 minutes per school year. Ector County ISD has 6 early release days on the 2022-2023 calendar for a total of 1,080 minutes.

State Waiver Types - Expedited

This page outlines information on the various expedited waivers available through TEA. Certain waiver requests may be requested and approved for up to three years.

Modified Schedule/State Assessment Testing Days

This waiver allows the district or charter school to modify the schedule of classes for students who are not being tested to report to and attend school after the state assessment testing period has ended, therefore reducing the interruptions during testing period. Students who are not being tested must still meet the maximum 2-through-4 hour requirement for funding (see SAAH 3.6.6 Attendance Accounting during Testing Days).

Foreign Exchange Student

This waiver allows the districts or charter schools to limit the number of foreign exchange students to a number that is **5 or more** per high school under Texas Education Code §25.001 (e). A request to limit the number to less than five per high school must be submitted as a general waiver application.

- The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application.
- The districts and charter schools must enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

Foreign Exchange Student Waiver Guidelines
(https://tea.texas.gov/sites/default/files/Foreign%20Exchange%20Student%20Waiver%20Guidelines.pdf)

Foreign Exchange Student Waiver FAQ's (https://tea.texas.gov/sites/default/files/foreign-exchange-student-waiver-faqs.pdf)

Teacher Data Portal of the Texas Assessment Management System

The assessment data portal of the Texas Assessment Management System became fully operational in October 2011 and complies with the requirements of Texas Education Code (TEC), §32.258, as enacted by House Bill 3, 81st Legislature. Districts that are interested in fulfilling the requirement of TEC, §32.258 to provide teacher access to student assessment data through a local student data system must apply for an expedited waiver from the Texas Education Agency (TEA). The local data portal must meet the following requirements:

- The local data portal must be accessible to all teachers in the core subject areas (reading/English Language Arts, mathematics, science, and social studies) and must allow teachers to view their own students' assessment data. It is a local decision whether to extend access to teachers outside of the four core subjects; however, districts must consider whether there exists a sound educational reason, allowable under the Family Educational Rights and Privacy Act (FERPA), for non-core teachers to have access to student-level data.
- Student data must be available from the 2007–2008 school year forward and include data indicating progress in student achievement.
- Student data must be available on or before the first instructional day of the year following the year in which the data were collected.
- The local data portal must permit comparisons of student performance at the classroom, campus, district, and state levels. Though it will not be necessary for local data portals to contain statewide data for comparisons of student performance, local portals must include a link to the TEA's website where statewide reports (/student.assessment/results) are posted.
- As a condition to granting a waiver for teacher access to the state data portal, local systems must have all of the above data available to teachers.

Note that districts and charter schools that receive a waiver from the requirement to provide teachers with access to the state data portal must still provide the teacher-student linking information in their summer PEIMS submissions. There is no waiver from the PEIMS submission requirement.

The deadline for submitting an expedited waiver request to fulfill the requirements of TEC, §32.258 through a local student data portal is August.

Staff Development

This waiver allows the district and charter schools to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year.

Effective with the 2018-2019 school year, the *Staff Development Minutes Waiver* provides for a maximum of 2,100 total waiver minutes to use for professional development for districts and charter schools that provide operational and instructional minutes.

Each district and open-enrollment charter school may choose how to apply their approved *Staff Development Minutes Waiver*. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year.

This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2018-2019 school year, the *Staff Development Minutes Waiver* may not be used prior to the first day of student instruction or after the last day of student instruction.

On staff development days when students are in attendance part of the day, in order to receive full ADA funding, the district or open-enrollment charter school must provide at least 120 minutes of student instruction. *Instructional* minutes are defined in the SAAH as the portion of the school day in which instruction takes place along with other exceptions. In addition to the 120 minutes of student instruction, any staff development waiver minutes reported must reflect actual staff development minutes provided.

There will be no change in the waiver application for staff development minutes for the 2019-2020 or 2020-2021 school year. Districts and charter schools should continually seek to provide high-quality staff development that will impact student outcomes.

REQUEST FOR APPROVAL OF PUBLIC SCHOOL DISTRICT AND OPEN-ENROLLMENT CHARTER SCHOOL AGREEMENT 2022-2023 BETWEEN ECTOR COUNTY ISD AND TEXAS VIRTUAL SCHOOL NETWORK

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses for students across the state that have been approved by the Texas Education Agency (TEA). The purpose of this agreement is to provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires annual signatures from the public school district superintendent and the designated TXVSN District Administrator.

It is recommended that the Board of Trustees approve the Public School District and Open-Enrollment Charter School Agreement 2022-2023 between Ector County ISD and Texas Virtual School Network as presented.

Statewide Course Catalog
Public School District and Open-Enrollment Charter School Agreement 2022-2023

Note: The following agreement contains language reflective of current Texas Virtual School Network (TXVSN) processes and operations. The Texas Education Agency (TEA) will notify receiver districts of any changes to processes, operations, and related functions as needed and will invite receiver district feedback.

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses that have been approved by the Texas Education Agency (TEA) to Texas students and schools. The following terms of agreement provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires an annual signature from the public school district or charter school superintendent and designation by the superintendent of a TXVSN District Administrator. The parties to this agreement are TXVSN central operations and the TXVSN receiver district whose official representative's name and authorized signature appear below. Please read the agreement in its entirety before signing.

Definitions

1. State virtual school network, Texas Virtual School Network, network, and TXVSN mean the state-led online learning initiative established under Texas Education Code (TEC) Chapter 30A. The TXVSN is comprised of two components, the supplemental statewide course catalog and the full-time virtual online schools program. Authorized by the TEC Chapter 30A, the TXVSN is a partnership network administered by the TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, non-profit entities, private entities, corporations, and institutions of higher education as defined by 20 U.S.C. §1001.
2. TXVSN course provider (or course provider) is an entity that meets eligibility requirements and provides an electronic course through the TXVSN.
3. An electronic (online) course is an educational course in which instruction and content are delivered primarily over the Internet, a student and teacher are in different locations for a majority of the student's instructional period, most instructional activities take place in an online environment, the online instructional activities are integral to the academic program, extensive communication between a student and a teacher and among students is emphasized, and a student is not required to be located on the physical premises of a school district or charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.
4. TXVSN central operations refers to TEA and other designated staff charged with carrying out the day-to-day operations of the TXVSN, including the centralized student registration system, statewide course catalog listings, and other administrative and reporting functions.
5. TXVSN course review refers to the submission and review process that ensures courses provided through the TXVSN meet requirements adopted by the State Board of Education and the commissioner of education per TEC, Chapter 30A.
6. The TXVSN statewide course catalog is a supplemental online high school instructional program available through approved TXVSN course providers.
7. TXVSN receiver district (or receiver district) is a Texas public school district or charter school that has one or more students enrolled in the district or charter school who take one or more online courses provided through the TXVSN statewide course catalog.
8. Course and enrollment types:
    a. Accelerated courses are scheduled for less than 10 weeks in duration.
    b. Semester-paced courses follow a traditional semester schedule of 10 or more weeks in duration.

c. Continuous enrollment courses have a flexible instructional start and end date.

d. Non-continuous enrollment courses have a fixed instructional start and end date.

9. Successful course completion is the term that applies when a student taking a high school course has demonstrated academic proficiency of the content for a high school course and has earned a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s), sufficient to earn credit for the course.
10. A responsible adult is the person designated by the school district or open-enrollment charter school who is 21 or older and is not a relative of a student. An examination proctor must be a responsible adult.
11. A course examination is an assessment that measures students' mastery of 50% or more of the entire course knowledge, skills, and student expectations.
12. School days, for the purposes of calculating the TXVSN course drop period, follow the schedule determined by TXVSN central operations.
13. Course cost is the per student fee that TXVSN course providers charge to deliver an instructor-led online course provided through the TXVSN statewide course catalog to students. Each TXVSN course provider must publish its course cost in the TXVSN catalog. Per TEC, §30A.155, course cost may not exceed $400 dollars per semester course. Many TXVSN course providers charge a lesser fee.
14. Normal course load for a student is defined by the Texas Attorney General as seven credit hours per school year (i.e., seven courses per semester).

TXVSN Receiver District Responsibilities

TXVSN receiver district shall implement legal requirements by:

1. notifying students and parents of the option to enroll in an electronic course offered through the TXVSN at the time and in the manner that the school district or open-enrollment charter school informs students and parents about courses offered in the district's or school's traditional classroom setting;
2. adopting and sending, at least once per school year, to a parent of each district or school student enrolled at the middle and high school level a copy of the written policy adopted under TEC, §30A.007 that provides students with the opportunity to enroll in electronic courses provided through the TXVSN, consistent with TEC §26.0031. This policy must:
    a. specify how parents and students are to be notified of the option to enroll in courses offered through the TXVSN;
    b. not deny the request of a parent to enroll a student in a course offered through the TXVSN, other than as allowed by exceptions specified in TEC §26.0031; and
    c. ensure that the Admission, Review, and Dismissal committee of a student with a disability determines if enrollment in a TXVSN course(s) meets the student's needs.
3. following attendance accounting procedures for TXVSN courses based on criteria established by TEC, Chapter30A and described in the most current version of the TEA's annual Student Attendance Accounting Handbook, including withdrawing a student from a TXVSN course when the student is no longer actively participating in the course.
4. confirming student eligibility to enroll in a course provided through the TXVSN based on the following criteria:
    a. the student, on September 1 of the school year;
        i. is younger than 21 years of age; or
        ii. is younger than 26 years of age and entitled to the benefits of the Foundation School Program (FSP) under the TEC, §42.003;

b. the student has not graduated from high school; and

c. the student

i. is otherwise eligible to enroll in a public school in this state; or

ii. meets the following requirements:

1. is a dependent of a member of the United States military;
2. was previously enrolled in high school in this state; and
3. no longer resides in this state as a result of a military deployment or transfer.

5. understanding that if an eligible student participates in a course offered through the TXVSN, meets the requirements for enrollment, and is enrolled in the Texas school district or charter school, the student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom. A student is eligible to generate FSP funding for participation in a TXVSN course or program regardless of whether the student is physically present at school while participating in the course or program.
6. recognizing that for a TXVSN course for grades 9-12 to count toward Average Daily Attendance (ADA) eligibility status, the student must successfully complete the course.
7. understanding that a total of no more than three semester courses taken through the TXVSN statewide course catalog during any one semester may be used in determining a student's ADA eligibility, except for a student who lacks eight or fewer credits to meet his or her graduation plan, per the specifications in TEA's current annual Student Attendance Accounting Handbook.
8. recognizing that it may decline to pay the cost for a student of more than three courses during any semester during the regular school year or a course taken during the summer semester, although this does not limit the ability of the student to enroll in additional electronic courses at the student's expense.
9. recognizing that full-time enrollment in the TXVSN means enrollment in four or more TXVSN courses for grades 9-12 and confirming the eligibility of the student to enroll full-time in courses offered through the TXVSN. A student enrolled in a TXVSN receiver district is eligible to enroll full time in courses offered through the TXVSN statewide course catalog only if the student meets the eligibility requirements in 4(a) – (c)(i) and meets one of the following three criteria:

a. was enrolled in a public school in this state in the preceding school year;

b. is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding school year;

c. has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year; or

d. is a dependent of a member of the United States military; and

i. was previously enrolled in high school in this state; and

ii. no longer resides in this state as a result of a military deployment or transfer.

10. establishing local procedures for students who reside within the district or open-enrollment charter school's attendance zone and are eligible to enroll but are not enrolled in a school district or charter school ("un-enrolled students") to register for up to two electronic courses per semester offered through the TXVSN statewide course catalog. The un-enrolled student (e.g., private school or home school student) is not eligible to generate FSP. The district or charter school shall charge the course cost published in the TXVSN course catalog for enrollment in an electronic course provided through the TXVSN statewide course catalog to the student. Un-enrolled students will be assigned to the receiver district's campus in the TXVSN system for purposes of TXVSN reporting and invoicing only. Procedures must:

a. address collection of the course cost from the student by the district or charter school and timely payment

for the course per the invoicing process identified by TXVSN central operations;

b. address award of the appropriate unit of credit to the student for completing the course;

c. note that the un-enrolled student is not considered to be a public school student and is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course;

d. communicate whether a nominal administrative fee, not to exceed $50, will be assessed to the un-enrolled student by the district or charter school (TEC §30A.155); and

e. ensure that the semester course cost does not exceed $400.

The TXVSN receiver district shall plan and implement participation in the TXVSN statewide course catalog by

11. designating staff to fulfill the following TXVSN roles:
    a. the District Administrator is the primary contact with TXVSN central operations for all compliance and financial communications as well as for access to TXVSN systems for district-wide student records and reporting;
    b. the TXVSN Site Coordinator(s) enrolls students in TXVSN courses; receives grade reports from course instructors; proctors or arranges examination proctors; mentors, monitors, and supports students taking courses or supervises persons assigned to mentor, monitor, and support students; and, serves as a primary contact for the online course instructor; and
    c. a mentor is a responsible adult who is assigned to mentor, monitor, and support all students to ensure satisfactory progress is made in the course.
12. abiding by the enrollment schedule and any published priorities, enrollment and drop dates, and processes established by TXVSN central operations.
13. supplying TXVSN central operations with a current listing of campus principals and notifying the principals that they are required to confirm the registration of TXVSN Site Coordinator(s) on their campus.

The TXVSN receiver district shall use TXVSN systems to:

14. select the course that best meets students' needs by reviewing the course catalog descriptions and TXVSN course provider data published in the TXVSN course catalog.
15. notify TXVSN central operations of all course drops by the deadlines established by TXVSN central operations using the MyTXVSN secure workspace.
16. monitor key dates for students to drop high school courses according to the following drop periods:
    a. For a non-continuous enrollment course, a 14-school-day drop period after instructional start date;
    b. For a continuous enrollment course, a 14-school-day drop period after instructional start date or after student's enrollment date if student joins the course after the instructional start date; and
    c. For an accelerated course, a four-school-day drop period after the instructional start date.
17. follow appropriate **dual enrollment** procedures for a dual credit course, including:
    a. registering the student in TXVSN using the MyTXVSN system;
    b. enrolling the student into the TXVSN course;
    c. applying to and also enrolling the student in the selected institution of higher education offering the dual credit course through the TXVSN;
    d. adhering to the selected higher education institution's enrollment and drop schedule; and

e. implementing dual credit rules as established by the TEA and the Texas Higher Education Coordinating Board. The Texas Administrative Code (TAC), §4.84 and §9.144, requires that any dual credit partnership between a secondary school and a public college include a written agreement approved by the governing boards or designated authorities of both institutions. The agreement between the secondary school and a public college must comply with the TXVSN agreement for courses provided through the TXVSN. This TXVSN agreement does not replace the agreement between the institution of higher education and the secondary school.

The receiver district shall support students enrolled in TXVSN statewide catalog courses by:

18. ensuring that the TXVSN Site Coordinator(s) and mentor(s) communicate regularly with course instructors and with students to monitor students' progress throughout the course and support their successful course completion.
19. accepting the final grade awarded by the TXVSN course provider for students still enrolled in a TXVSN course after the drop period has passed and applying local grading policy and weights as appropriate.
20. retaining responsibility for providing student services, including bilingual/ESL education, special education, hospital/homebound services, migrant education, §504, or other support services. It is the responsibility of the receiver district to communicate a student's need for modifications or accommodations well in advance of the course start date.
21. providing technical support to students when the school's software and hardware are used to access courses.
22. providing students with required materials such as textbooks, calculators, or lab materials for the selected course if not included by the course provider. Required materials are noted in the course detail description of each course.
23. ensuring that an adult who is 21 or older monitors the student during laboratory and field investigations and physical activity in physical education courses.

The receiver district shall apply the most current attendance accounting rules established by the TEA.

Important PEIMS Reporting Information: The receiver district shall ensure that student enrollment in each TXVSN catalog course is reported per PEIMS Code Table C182 using the Non-Campus Based Instructional Code "05".

The following examples of attendance accounting rules for students who are enrolled in the receiver district are taken from the Student Attendance Accounting Handbook:

24. Enrollment in courses for grades 9-12 taken through the TXVSN may apply toward ADA eligibility status. For a TXVSN course for grades 9-12 to count toward ADA eligibility status, the student must successfully complete the course regardless of whether or not the student is physically present at the school when taking the online course.
25. For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses for grades 9-12 (i.e., for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily instructional time for purposes of the 2- through 4-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)
26. A total of no more than three semester courses taken through the TXVSN statewide course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year. (An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TXVSN course catalog in the second semester of the school year. (See 12.2.2.1 for more information.)
27. For purposes of recording a student's daily attendance, a student enrolled full time in TXVSN courses for grades 9-12 (enrolled in a minimum of four TXVSN courses) is considered to have been present (in attendance) for each day of

instruction in the reporting period.

28. The daily attendance of a student who is not enrolled full time in TXVSN courses for grades 9-12 is determined by whether that student was present or absent at the official attendance-taking time, or, if the student is not scheduled to be on campus at the official attendance-taking time, whether the student was present or absent at the alternate attendance-taking time set for that student.
29. The TEA determines a student's ultimate ADA eligibility status for a semester based on whether the student successfully completed each TXVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TXVSN course, the TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.

The receiver district shall agree and adhere to the following financial procedures:

30. TEA is not a vendor. TEA does not manage the internal purchase orders of a district or charter school. The district or charter school is responsible for management of their purchase orders.
31. A school district or open-enrollment charter school may charge a fee for enrollment in an electronic course provided through the TXVSN statewide course catalog to a student who resides in this state and: (1) is enrolled in a school district or open-enrollment charter school as a full-time student with a course load greater than that normally taken* by students in the equivalent grade level in other school districts or open-enrollment charter schools; elects to enroll in an electronic course provided through the network for which the school district or open-enrollment charter school in which the student is enrolled as a full-time student declines to pay the cost, as authorized by TEC §26.0031(c-1); or enrolls in a TXVSN course during the summer. (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
32. A school district or open-enrollment charter school that is not the course provider may charge a student enrolled in the district or school a nominal fee, not to exceed $50, if the student enrolls in an electronic course provided through the TXVSN that exceeds the course load normally taken* by students in the equivalent grade level as authorized by TEC §30A.155 (c-1). (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
33. The receiver district is responsible for making timely payment of 100% percent of the course cost for each student remaining in the course after the designated drop period and successfully completing coursework. It is responsible for timely payment of 70% of course cost for each student remaining in the course after the designated drop period, including students who were withdrawn after the designated drop period or did not successfully complete the coursework.
34. The receiver district will receive an invoice at the end of each semester based on the conditions noted above for each course provider in which the district had one or more student enrollment(s), including a student who transfers from the receiver district to another educational setting after beginning enrollment in a TXVSN course.
35. Payment of the course cost is due from the receiver district to the TEA in the amount and by the deadline indicated on the invoice regardless of the receiver district's internal policy regarding timing of a student's payment to the district, in cases where a student may be legally required to pay the course cost.
36. The receiver district will address any fee or invoice disputes directly with the course provider through the process identified by TXVSN central operations.

TXVSN Course Provider Responsibilities

A TXVSN course provider shall:

1. implement the TXVSN Course Provider Agreement.
2. provide access to courses as articulated in the TXVSN course catalog.
3. provide high school instructors who are Texas-certified in the course subject area and grade level (TEC Chapter 21, Subchapter B). Higher education institution instructors are subject to credentialing requirements of the higher education institution and may or may not have K-12 certifications.
4. provide online instructors who have successfully completed TXVSN-approved professional development (TEC §30A.112) or otherwise meet the requirements of the TXVSN Professional Development Policy.
5. retain records of background checks and fingerprinting for contract, substitute, or online instructors as articulated in TEC,§22.0834(a) and §22.0836(h).
6. provide student progress reports and award a final grade in numeric format in accordance with the guidelines established by TXVSN central operations.
7. supply the district, school, and students with access to its acceptable use policy, course schedule, and other policies and procedures.
8. not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the state virtual school network (TEC §30A.1052).

TXVSN Central Operations Responsibilities

The TXVSN central operations shall:

1. ensure that all courses included in the TXVSN statewide course catalog are reviewed to ensure alignment with the Texas Essential Knowledge and Skills (TEKS) and other quality standards, per the requirements established in TEC, Chapter 30A.
2. publish the TXVSN course catalog, including courses, sections, and seats.
3. provide security for all TXVSN online data, information, and transactions.
4. provide the MyTXVSN secure workspace for reconciliation of student registration/enrollment data and use as the TXVSN communication center.
5. act as liaison between the receiver district and TXVSN course provider as appropriate.
6. make informed choice data on courses and TXVSN course providers available on https://catalog.mytxvsn.org.
7. collect and publish student and parent satisfaction data (TEC §30A.1021, as well as TXVSN course provider success data) on a routine basis.
8. staff a TXVSN Help Desk.
9. provide equal access to and support for each TXVSN course provider's courses.
10. facilitate TXVSN invoices sent to receiver districts and payments to be paid to TEA by receiver districts

Responsibilities of All Parties

All parties agree to the following:

1. No party assumes liability for systems under the control of the other party or for actions of the employees of the other party.
2. No party has agreed to waive defense, right, immunity, or other protection under the law.
3. Except as otherwise provided in the Preamble above and in the Term of Agreement below, this agreement may not be amended or modified except by written agreement signed by both parties. This agreement supersedes all prior written or verbal representations or agreements concerning the subject matter of this agreement. TXVSN central operations may add additional requirements in order to provide economical, efficient and quality services to Texas students. Any such requirements shall be an amendment to this agreement and notice thereof shall be given by TEA to each receiver district on a timely basis.
4. No person(s) shall, on the basis of race, color, national origin, sex, religion, age or disability, be excluded from participating in the TXVSN, be denied the benefits of the TXVSN, or be otherwise subjected to discrimination.
5. No otherwise eligible student shall, solely by reason of disability, be excluded from participation in courses offered through the TXVSN.
6. All notices required in this agreement shall be in writing unless otherwise specified.
7. TEA may exercise all or any remedies available to it under law to enforce the provisions of this agreement.
8. This agreement shall be interpreted according to the laws of the State of Texas. Exclusive venue for any disputes concerning the agreement shall be Travis County, Texas.
9. The persons signing this agreement are authorized by their respective entities to bind the entities to this agreement.

Terms of Agreement

1. The term of this agreement is one year, beginning on the date both parties have signed same below. The agreement may be automatically renewed from year to year for additional one-year terms unless either party gives notice to the other party at least 30 days before the end of the term that such party intends to terminate the agreement at the end of the term or TXVSN makes updates to the agreement. The obligations of the receiver district shall continue and termination shall not be effective until all students enrolled in any courses at the time notice of termination is given have completed the course and all final course grades have been received. No students may be enrolled in any new courses through TXVSN once notice of intent to terminate has been given.
2. TEA may end this agreement without penalty if legislative authorization to offer an online course through the TXVSN is revoked.

District Roles

Each district must establish a TXVSN Administrator and provide TXVSN invoice recipient contacts. Details are provided below.

1. TXVSN Administrator (Required)

The TXVSN District Administrator will have access to district-wide confidential student data, TXVSN reports and financial data and will serve as a primary contact for the district. The TXVSN District Administrator will also manage students in the MyTXVSN system and assist with student course enrollments. Please identify a TXVSN District Administrator and provide the contact information below. (All fields are required.) The TXVSN Administrator will also receive a copy of the TXVSN invoices that are emailed to the district's business office.

Name : Lisa Wills | Title: Executive Director of Instruction and Professional Learning

Email: lisa.wills@ectorcountyisd.org | Phone: 432-456-8491

2. TXVSN Invoice Recipients - District Business Office (Required)

The Texas Education Agency will email the receiver district's district-level business office an invoice at the end of each semester for each course provider in which the district had one or more student enrollment(s).

Please provide a) the email address of the district-level business office group mailbox (preferred) or b) provide the contact information for **two** district level business office employees who should receive invoicing information.

A. District-level business office group mailbox and phone number (e.g., accountspayable@greatisd.org, 555-555-5555)

Email : deborah.ottmers@ectorcountyisd.org | Phone : 432-456-9491

OR

B. Two district business office employees. (Complete all fields.)

1. Name : Deborah Ottmers | Title : Chief Financial Officers

   Email : deborah.ottmers@ectorcountyisd.org | Phone : 432-456-9491

2. Name : Albessa Chavez | Title: Director of Finance

   Email: albessa.chavez@ectorcountyisd.org | Phone 432-456-9701

3. Additional TXVSN Invoice Recipients (Optional)

If there are additional district personnel who should receive a copy of the TXVSN invoice, please list their names and contact information below.

1. Name _____ | Title _____

   Email _____ | Phone _____

2. Name _____ | Title _____

   Email _____ | Phone _____

Authorized Signature

Persons authorized to enter into this agreement are as follows:

- Texas Public District: Superintendent
- Texas Open-enrollment Charter School: Chief Executive Officer

Complete all fields below. Use Adobe Acrobat (or similar software) to digitally sign this form or provide a hand-written signature.

Name of Superintendent/CEO: DR Scott Muri | Title: Superintendent

District: Ector County ISD | CDN: 068901

Email: scott.muri@ectorcountyisd.org | Phone: 432-456-8552

Authorized Official's Signature _____ | Date _____

____ I understand, by my signature above, the district or charter school is obligated to comply with all requirements contained in this agreement.

Texas Education Agency
TXVSN
Texas Virtual School Network

Receiver District or Open Enrollment Charter School

TXVSN Campus Activation Form

Return with the Course Catalog School Agreement

1. List the campuses serving grades 8-12 that are included in the district or open enrollment charter school's implementation of the Texas Virtual School Network.
   a. Omit campuses not serving grades 8-12 or not participating in the current school year.
   b. The principal listed for each campus will be responsible for approving the registration of TXVSN Site Coordinators for his/her campus via email.
2. Incomplete listings will not be accepted.
3. After completing the form, return the PDF with the Course Catalog School Agreement to TXVSNCentral@tea.texas.gov.

√ If New	District Name	Campus ID (9 digit)	Campus Name/Address	Principal First Name	Principal Last Name	Principal Phone	Principal Email
	ECTOR COUNTY ISD	068901003	Permian High School	Delesa	Styles	432-456-0039	delesa.styles@ectorcountyisd.org
	ECOTR COUNTY ISD	068901002	Odessa High School	Anthony	Garcia	432-456-0029	anthony.garcia@ectorcountyisd.org
	ECTOR COUNTY ISD	068901698	Advanced Technical Center	Bradley "Ryan"	Merritt	432-456-4989	bradley.merritt@ectorcountyisd. org
	ECTOR COUNTY ISD	068901011	George H. W. Bush New Tech Odessa	Gerardo	Ramirez	432-456-6989	gerardo.ramirez@ectorcountyisd.org
	ECTOR COUNTY ISD	068901015	Odessa Collegiate Academy	James	Ramage	432-456-6429	james.ramage@ectorcountyisd.org
	ECTOR COUNTY ISD	068901014	OC Techs	Karl	Miller	432-456-6409	karl.miller@ectorcountyisd.org
	ECTOR COUNTY ISD	068901004	Alternative Center	Amanda	Warber	432-456-0049	amanda.warber@ectorcountyis d.org
	ECOTR COUNTY ISD	068901042	Bonham Middle School	Juan	Dominguez	432-456-0429	juan.dominguez@ectorcountyi sd.org
	ECTOR COUNTY ISD	068901043	Bowie Middle School	Amy	Russell	432-456-0439	amy.russell@ectorcountyisd.org
	ECTOR COUNTY ISD	068901043	Crockett Middle School	Maribel	Aranda	432-456-0449	maribel.aranda@ectorcountyi sd.org

Receiver District or Open Enrollment Charter School

TXVSN Campus Activation Form

Return with the Course Catalog School Agreement

1. List the campuses serving grades 8-12 that are included in the district or open enrollment charter school's implementation of the Texas Virtual School Network.
   a. Omit campuses not serving grades 8-12 or not participating in the current school year.
   b. The principal listed for each campus will be responsible for approving the registration of TXVSN Site Coordinators for his/her campus via email.
2. Incomplete listings will not be accepted.
3. After completing the form, return the PDF with the Course Catalog School Agreement to TXVSNCentral@tea.texas.gov.

√ If New	District Name	Campus ID (9 digit)	Campus Name/Address	Principal First Name	Principal Last Name	Principal Phone	Principal Email
	ECTOR COUNTY ISD	068901046	Nimitz Middle School	Teresa	Willison	432-456-0469	teresa.willison@ectorcountyisd.org
	ECTOR COUNTY ISD	068901045	Wilson & Young Middle School	Jessica	Redman	432-456-0459	jessica.redman@ectorcountyisd.org

Submitted by (printed name): _____ Date: _____

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – CHILDREN WITH DISABILITIES

The purpose of this Memorandum of Understanding is to define the framework and provide guidance for effective collaboration of services to benefit young children from the ages of three to five years of age with disabilities and their families.

This agreement will be in effect from September 2022 to May 2023 and will be reviewed on an annual basis.

MEMORANDUM OF UNDERSTANDING
BETWEEN
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND GOPB, Inc. HEAD START/EHS SCHOOL READINESS ACADEMY

Parties to the Agreement

This Agreement is between Ector County Independent School District and GOPB, Inc. Head Start/EHS School Readiness Academy. GOPB, Inc. Head Start/EHS School Readiness Academy and Ector County ISD agree to develop collaboration and cooperation with one another to maximize benefits of services to children with disabilities and their families through utilization of consultation and ongoing process of new ways to share resources, eliminate duplication and barriers. This Agreement documents the plans for shared working procedure.

Purpose of Agreement

A. The intent of this Agreement is to define the framework and provide guidance for effective collaboration of services to benefit young children with disabilities and their families. It is the commitment of these agencies to work together to assure coordination and continuum of services to children with disabilities from the ages of three to five years. All services will be provided in compliance with Federal mandates.

B. To improve availability and the quality of services for Ector County children age three through age five, and their families.

C. To promote further collaboration of services in a shared plan to efficiently identify, evaluate, and assist children and families with disabilities.

D. To define the roles and responsibilities of the named parties toward coordination and greater collaboration.

E. To ensure that all services are provided in accordance with the Federal mandates.

RECRUITMENT AND IDENTIFICATION

Objective: Identify potential children with disabilities to assure early intervention.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Recruit, enroll and serve eligible children ages 3-5 years.
- Provide 10% enrollment opportunities for children with disabilities.
- Provide the community and community agencies with information (flyers, brochures) describing the program.
- Actively recruit via public displays and presentations at community functions and seek referrals from the community and its agencies serving families and children with disabilities.

Ector County ISD Responsibilities

- Identify potential children with disabilities ages 3 to 5 in compliance with the Individuals with Disabilities Education Act (IDEA).
- Provide information to parents of children with disabilities regarding specific services for their children and family.
- Provide referrals to GOPB Head Start for children with suspected or verified disabilities.

SCREENING AND REFERRAL

Objective: Provide all children with comprehensive screenings in all areas of functioning to determine if further assessment is warranted.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Coordinate screening of all Head Start children according to Performance Standards and Program Policy and Procedures.

- Provide screening of all enrolled children addressing visual/motor; body awareness; hearing and dental, by use of Health, (ASQ 3, ASQ-SE, Articulation Screener, and TS Gold Checkpoint).

- Share with parent/guardian the screening information and screening results.

- Based on the Head Start Speech and Language Screening instrument, Head Start will consult with ECISD SLP to provide classroom strategies to be implemented by the teacher for 4-6 weeks until re-screening takes place.

- Notify the parents of any screenings that suggest a need for further re-screening.

- Make referrals to Ector County ISD in a timely manner to comply with Child find.

Ector County ISD Responsibilities:

- Review all screening information when receiving referrals from Head Start.

- Follow up on failed screenings by consulting with Head Start Disabilities/Mental Health Manager and begin the referral process and follow up on students receiving intensive classroom interventions (4-6 weeks) to determine the need for re-screening.

EVALUATION

GOPB, Inc Head Start/EHS School Readiness Academy Responsibilities:

- Once the referral is accepted and under the direction of ECISD staff the Disabilities/Mental Health Manager will schedule a parent conference to obtain parental consent and explain parental rights.

- Ensure that follow-through of referral packet is completed and submitted to the Ector County ISD Special Education Department.

- Participate in the evaluation process by providing supporting information from home visit, teacher information and teacher observation reports.

Ector County ISD Responsibilities:

- Notify Head Start staff on the status and outcome of the evaluation and results of testing and assessments provided by Ector County ISD within 45 days

- Ensure that the evaluation personnel prepare a written report of the results of the evaluation and verifies that the child's disability meets all the requirements of the Individuals with Disabilities Education Act. (IDEA).

INDIVIDUAL EDUCATION PLAN

Objective: Determine the most appropriate Individual Education Program (IEP).

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Participate in the IEP process for children enrolled in the Head Start Program.
- Implement IEP goals and objectives into the Head Start Lesson Plan.
- Disabilities/Mental Health Manager will communicate with parents and appropriate Head Start staff regarding ARD meeting dates and participation.
- All IEP's are kept confidential and locked.

Ector County ISD Responsibilities:

- Facilitate the development and review of IEP.
- Notify Disabilities Manager of ARD meeting for each enrolled child with verified disabilities.
- Provide a copy of the IEP and evaluation report to Head Start staff.
- ARD committee will meet at least once a year to review the child's IEP.
- Provide services according to date on IEP.

SERVICES

Objective: Provide appropriate services in the least restrictive environment.

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Assure that teaching staff have appropriate training.
- Access and share resources of other community agencies for children with disabilities as determined in the IEP.
- Accommodations will be made at each Head Start site for virtual therapy.

Ector County ISD Responsibilities:

- Provide special education and related services based on the IEP in the least restrictive environment.
- Provide services as outlined in the Individuals with Disabilities Education Act (IDEA).
- Services will be provided by virtual therapy.

TRANSITION

Objective: Ensure a system exists between GOPB, Inc. Head Start School Readiness Academy and Ector County ISD to transfer information about children who will transition from Head Start to Ector County ISD.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Arrange meeting between Head Start staff and Ector County ISD staff.
- The Disabilities/Mental Health Manager will notify the public school of child's planned enrollment prior to date of enrollment so that services will continue as soon as possible.
- Transfer transition packets with any pertinent records that would facilitate the transition.

Ector County ISD Responsibilities:

- Collaborate with the Head Start staff for a transition into public school.
- Provide transition information to parents and Head Start staff at the annual ARD meeting prior to enrollment in the kindergarten program.

TRAINING AND RESOURCE

Objective: Ensure maximum benefits for services to children and families are reached through utilization of existing resources and training.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Invite Ector County ISD staff to participate in agency in-service training when applicable.
- Share resources and equipment as need arises as documented in the IEP.
- Invite Ector County ISD for visits to Head Start Program Sites.

Ector County ISD Responsibilities:

- Invite Head Start staff to participate in Ector County ISD in-service training when applicable.
- Share resources and equipment as need arises as documented in the IEP.
- Invite Head Start staff to visit future kindergarten sites.

CONFIDENTIALITY

All acknowledge confidentiality requirements that each agency must follow regarding the sharing and release of information, with the consent of families, of personally identifiable information regarding children and families. Each agency will protect the rights of young children with respect to records and reports created, mainlined, and used by the public agencies. It is the intent of this Agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Both agencies will adhere to the Family Educational Rights and Privacy Act (FERPA) and will ensure that agency policies and procedures are followed to safeguard the confidentiality of parents and children. In addition, both agencies will obtain written consent from parents before releasing any information.

PROGRAM CONTACTS

GOPB, Inc. Head Start/EHS School
Readiness Academy
Executive Head Start Director: Mrs. Catriva Webbs
206 W. 5th
Odessa, Texas 79760
(432)337-1352

Contact Person: Ms. Melba Dominguez
Disabilities/Mental Health Manager
(432)337-1352 Ext 219

Ector County ISD
Executive Director
Special Education :
Mrs. Leslie Wilson
P.O. Box 3912
Odessa, Texas 79760
(432)456-8719

Contact Persons:

Ms. Kenya Thomas
Sped Supervisor
432)456-5129

TERMS OF AGREEMENT

The Agreement will become effective immediately after being signed and dated by all parties. By signing the Agreement each agency agrees to the terms.

_____

SUPERINTENDENT
Ector County ISD Date

_____

SPECIAL EDUCATION DIRECTOR
Ector County ISD Date

8/22/22

EXECUTIVE DIRECTOR Date
GOPB, Inc. Head Start/EHS School
Readiness Academy

Melba Dominguez 8/22/22

DISABILITY/ MENTAL HEALTH MANAGER
GOPB, Inc. Head Start/EHS School
Readiness Academy

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – PARENT POWER PROGRAM

The purpose of this Memorandum of Understanding is to identify teen fathers/mothers and address their needs and concerns, as well as engage and educate them.

This agreement will be in effect from September 2022 to May 2023 and will be reviewed on an annual basis.

GREATER OPPORTUNITIES OF THE PERMIAN BASIN, INC.
HEAD START/EARLY HEAD START
SCHOOL READINESS ACADEMY
P.O. BOX 3922
ODESSA, TEXAS 79760
432-337-1352

COMMUNITY PARTNERSHIP AGREEMENT

Head Start Revised Performance Standards [1304.41(a)(2)(vii)] Community Partnerships

We believe (1) a child benefits most from a comprehensive, interdisciplinary program designed to meet the needs of the whole child, and (2) the child's entire family, and the community must be involved in meeting these needs if the program is to have a lasting impact upon the child's total development.

This letter is to confirm the Partnership between G.O.P.B., Inc. Head Start School Readiness Academy and the Ector County Independent School District to identify teen fathers/mothers and address their needs and concerns, as well as engage and educate them. As addressed in our Community Assessment, teen pregnancy is a growing concern in our communities and by forming this partnership, we can assist young parents in obtaining some of the necessary skills to become involved, nurturing parents of their children.

The 13-week curriculum-based workshop known as "Parent Power" will be formatted into a 5-month program designed to provide support, guidance and resources for young men and women facing the challenges of being young parents. This 5-month program is designed for fathers and mothers in the ISDs and the communities. The goal of the program is to assist fathers and mothers gain the skills and confidence to be responsible for their own futures, with an emphasis on developing strong, nurturing relationships with their children and families. The goal of the facilitator is to encourage the fathers and mothers to join the Parent Power program as part of the ECISD's Teen Fatherhood Initiative program. The Parent Power program provides meals, child care, workbooks and a graduation recognition ceremony for those who complete the program. 1041

The facilitator will present the 12-session program on campus at the Hollingsworth Early Head Start/Head Campus located at 900 S. Grant. The Foundations of Fatherhood curriculum used in the program will cover the following topics:

Fatherhood Self-Assessment
My Anger – Friend or Foe
My Child's Life – Part II
Traditions, Culture & Identity
Fatherhood, The Next Level
Character of a Man
Dealing with Guilt & Shame
Improving Communication
Developing Your Support System
Influence of Character
My Child's Life –Part I
Healthy Relationships

The Graduation/Recognition Ceremony for all the Parent Power Program graduates takes place at the last session of the year

This partnership will be reviewed and renewed on a yearly basis by both parties involved.

This partnership will be in effect from August, 2022 through July, 2023.

Executive Director
GOPB, Inc. –
Head Start School Readiness Academy

ECISD Representative

9/1/22
Date

Date

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN (GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – TRANSITION

The purpose of this Memorandum of Understanding is to establish a partnership to ensure a smooth transition between the Head Start setting and the public school setting.

This agreement will be in effect from September 2022 to May 2023 and will be reviewed on an annual basis.

Greater Opportunities of the Permian Basin Inc.
Head Start & Early Head Start
School Readiness Academy
P.O. Box 3922
Odessa, Texas 79760
Office (432) 337-1352
Fax (432) 333-3373

MEMORANDUM OF UNDERSTANDING BETWEEN

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND GOPB, INC. HEAD START SCHOOL READINESS ACADEMY

This agreement is between Ector County Independent School District and the Greater Opportunities of the Permian Basin, Inc. Head Start School Readiness Academy. This agreement will be in effect from September 2022 to May 2023 and will be reviewed on an annual basis.

I. **PURPOSE OF INTERAGENCY AGREEMENT:**

The purpose of this agreement is to establish a partnership between Ector County Independent School District and GOPB, Inc. Head Start School Readiness Academy regarding children transitioning from GOPB to the public school.

It is the intent of this agreement to:

A. Define services to be provided by each agency.
B. To ensure a smooth transition between the Head Start setting and the public school setting.
C. Ensure that each agency assumes the responsibilities and by doing so, ensure available resources are utilized in the most effective manner.
D. Ensure that the cooperative arrangements between Ector County ISD and Head Start are developed, implemented and reviewed at least annually.

II. ITEMS OF COLLABORATION:

Ector County Independent School District will:

A. Provide necessary information to enhance a smooth transition.
B. Provide available data to GOPB, Inc. Head Start Transition Manager tracking Head Start children.
C. Participate in the transition activities.
D. Abide by the confidentiality rules of the state and federal government.

GOPB, Inc. Head Start School Readiness Academy will:

A. Follow procedures for transferring student records to Ector County Independent School District procedures are as follows:

1. Parent signs consent form.
2. Forms and letters are completed and placed in folder.
3. Teachers prepare student's folders; the parent takes it to the next school setting.

B. Abide by the confidentiality rules of the state and federal government.

III. TRANSITION ACTIVITIES:

Ector County Independent School District will:

A. Provide parents the opportunity to attend trainings and speakers.
B. Invite parents and children to local schools and introduce children to the teachers.

GOPB, Inc. Head Start School Readiness Academy will:

A. Prepare children and their parents for transitioning into public school system.
B. Schedule a transition training for Head Start parents.
C. Invite personnel of the Ector County Independent School District to visit Head Start Sites.

This Memorandum of Understanding will be reviewed on an annually basis or as needed.

Greater Opportunities of the Permian Basin, Inc.
Head Start School Readiness Academy
Mrs. Catriva Webbs, Executive Director

Ector County Independent School District
Dr. Scott Muri, Ector County ISD Superintendent

REQUEST FOR APPROVAL OF EXTRACURRICULAR STATUS OF 4-H ORGANIZATION RESOLUTION AND ADJUNCT STAFF MEMBERS

The State Board of Education passed an amendment that allows public school students to be considered “in attendance” when participating in approved off-campus activities with an adjunct staff member of the school district.

This amendment provides local school boards the opportunity to recognize County Extension Agents as adjunct staff members and to count students participating in 4-H/Extension educational activities in attendance for Foundation School Program purposes.

It is recommended that the board approve the request by the 4-H organization to be sanctioned as an extracurricular activity.

ECTOR COUNTY EXTENSION SERVICE

TEXAS A&M AGRILIFE EXTENSION

Monday, August 29, 2022

Dr. Scott Muri
Ector County Independent School District
802 N. Sam Houston
Odessa, Texas, 79761

Dear Dr. Muri:

On behalf of the 4-H members of Ector County, I hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the Ector County Independent School District. I further request that questions regarding this RESOLUTION be directed to me in a timely manner so that I may prepare and present an appropriate response so as not to delay action on this request.

Finally, I request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me for my files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Steve Paz

County Extension Agent
4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

Ector/Midland County Extension Office
1010 E 8th | Odessa, Texas 79761
https://ector.agrilife.org/| Tel. 432-498-4071

RESOLUTION

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Ector County Independent School District

meeting in public with a quorum present and certified,
did adopt this resolution that recognizes the

Ector/Midland

County Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district.

Texas A&M AgriLife Extension
will request academic eligibility for all 4-H competitive activities,
regardless if a school absence is or is not required, and
for non-competitive purposes when an absence is required.

Approved this 20th day of September, 20 22.

Board of Trustee

Superintendent

ECTOR COUNTY EXTENSION SERVICE

TEXAS A&M AGRILIFE EXTENSION

Monday, August 29, 2022

Dr. Scott Muri
Ector County Independent School District
802 N. Sam Houston
Odessa, Texas, 79761

Dear Dr. Muri:

On behalf of the Ector/Midland County Extension Staff, I hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Ector Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 (j). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

(1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:

(A) has a minimum of a bachelor's degree; and

(B) is eligible for participation in the Teacher Retirement System of Texas.

Ector County requests the agents listed on the enclosed Adjunct Faculty Agreement be awarded adjunct staff member status for the period of time indicated on the agreement.

I hope Ector Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Steve Paz

County Extension Agent
4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

Ector/Midland County Extension Office
1010 E 8th Street | Odessa, Texas 79761
https://ector.agrilife.org/| Tel. 432-498-4071

THE STATE OF TEXAS
COUNTY OF ECTOR

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Ector County Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Ector Independent School District.

Upon consideration and vote of_____in favor, Ector County 4-H is hereby named as adjunct faculty member(s) of the Ector County Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the 20th day of September, 20 22 and remain in effect until the 26th day of May, 20 23.

2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Steven Paz	CEA – 4-H	B.S./M.S. Agriculture Economics	Texas Tech	1990/1991
Abigail Pritchard	CEA – Family & Community Health	B.S. Home Economics	Texas Women's University	1976
Krista Elkins-Chin	CEA – Health	B.S. Biology – Athletic Training	UTPB	2013
Evans Kott Walker	CEA – Better Living for Texans	B.S./M.S. Psychology	Sul Ross State	2005
Lexi Ruch	CEA – Agriculture & Natural Resources	B.S. Agribusiness Plant & Soil Science	Southeast Missouri State	2020

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Ector County Independent School District.

4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.

5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 6 or Rebel Royall County Extension Director.

6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct, or control the activities and/or participation of such County Extension Agent(s) who have been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Ector/Midland County Extension Agent(s), (See List) (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Ector County Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this 20th day of September, 2022.

Ector County Independent School District

By: _____

REQUEST FOR APPROVAL OF ADDITIONAL 2022-2023 T-TESS APPRAISERS

Additional 2022-2023 T-TESS Appraisers will be presented for your consideration at the September 20, 2022 Board Meeting.

Last Name	First Name	Role	Certification Status	Certification Year
CRUZ	ROSA	School Administrator	Certified	2022-2023

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN UNIVERSITY OF THE SOUTHWEST AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
2022-2023

Attached is the Memorandum of Understanding between University of Southwest and Ector County ISD for the School Counseling Practicum and/or Internship Placement of Elizabeth Carrasco Sarabia. This allows ECISD to utilize interns at no cost to the District while University of Southwest students can gain valuable experience.

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MEMORANDUM OF UNDERSTANDING/AFFILIATION AGREEMENT

And Request for Intern Placement for Elizabeth Carrasco Sarabia

between

Ector County School District

and

University of Southwest (USW)
College of Education
Hobbs, New Mexico

This letter and Memorandum of Understanding (MOU) serves as a facilitating document toward a partnership between Ector County School District and the USW College of Education (COE) for School Counseling Practicum and/or Internship Placement for Elizabeth Carrasco Sarabia.

The University of the Southwest's (USW) School Counseling Program has been ranked number four in the nation by *The Best Colleges* website. The University is also accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The undergraduate and graduate programs for USW's College of Education (COE) are also accredited by the New Mexico Public Education Department, which follows NCATE Standards. The COE is particularly distinguished for its teacher preparation program and the Master of Science in Education degree.

USW is "a Christ-centered educational community dedicated to developing men and women for a lifetime of servant leadership by emphasizing individual faith, responsibility, and initiative." The USW and COE provide a diverse educational program. The COE faculty and students are actively involved in field-based and clinical experiences ranging from classroom observations to internships. The faculty's teaching activities, which are competency- and research-based, and their areas of content and pedagogical expertise, are equally diverse, including educating both traditional and nontraditional students, who are enrolled in graduate and professional degree programs.

Long Term Objectives:

- To formally establish a collaboration between the professionals at Ector County School District and the faculty of the School of Education at University of the Southwest.
- To build a partnership that benefits students in the Ector County School District by receiving educational services provided by well- prepared USW undergraduate and/or graduate Interns.

Collaborative Partnership Proposal:

The USW College of Education (COE) is requesting a one-year partnership with Ector County School District in order to initiate a variety of formal and informal efforts that can lead to a mutually-beneficial partnership and to building collaborative efforts. The USW COE administration and

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faculty requests a short-term (one calendar year) working relationship with Ector County School District for School Counseling.

By formalizing this relationship, initially through this memorandum of understanding and, once all aspects of this collaborative relationship are agreed upon, more formally through any additional signed addendum, the dean of the School of Education at USW hopes to establish a basis for any future contacts and proposed collaborations.

In order to support the development of a continuing partnership, both institutions may agree to have a review of progress after the first calendar year. If the partnership proves to be mutuality beneficial, discussions could begin for developing a long-term agreement, which could be renewed every five years or as deemed appropriate.

USW's Institutional Role:

Additional collaborative activities/projects for School Counseling are outlined in the appendixes to this MOU. Implementation of such collaborations will require review and mutual agreement of both parties. Furthermore, there are no financial responsibilities associated with the proposed partnership. The only staff support needed will be a current Ector County School District site supervisor for the School Counseling intern. Any additional or future collaborations or projects may require additional review by Ector County School District and USW-COE leadership and a new signed addendum to this Memorandum of Understanding.

WHEREAS, this agreement states USW wishes to provide its students with internship experiences as part of the completion of their respective academic program.

The parties agree to the following:

I. Definitions:

The following definitions shall apply to this Agreement

A. *Intern* shall refer to a student enrolled in the University's School Counseling program who needs experience to complete his /her degree.

B. *Clinical Supervisor* is that person who, as a faculty member of the University, shall be designated by the University to monitor the clinical progress of the Intern during the course and scope of the internship assignment.

C. *Student Internship* shall refer the active participation by an Intern in the day-to-day duties and responsibilities at the school under the direct supervision of a Site Supervisor.

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II. General Provisions:

A. The selection of a Supervisor shall be undertaken and determined by the school director where the Intern shall be assigned.

B. Interns recommended for review by the University shall be subject to appropriate District academic and criminal background screening requirements before commencing. This shall include, if need be, the completion of an on-line application and liability insurance. This includes, but is not limited to, fingerprinting, background checks, TB testing, and/or clearance by the National Sex Offender Registry.

C. Interns may be compensated by the facility as deemed appropriate. If they are not employed by the school district; they will not be eligible for any fringe benefits or statutory rights attendant to employees.

III. District Responsibilities:

A. The School District shall provide each participating Intern with experience in the school counseling setting. This shall be done under the direction of a Cooperating Supervisor who shall work with the Intern.

B. The Cooperating Supervisor shall be provided with the opportunity to consult with the school's faculty on an ongoing basis in order to evaluate the Interns work performance and progress.

C. The School District may refuse to accept, or may terminate, any Intern assigned to the setting based upon a good faith determination that the Intern is not meeting performance and professional standards and expectations or is deemed otherwise unfit to commence or continue administration in the classroom or school setting.

D. Professional dispensation, including videotaping, is to be used for internal purposes only. If videotaping is not permitted by Ector County School District the site supervisor may provide feedback to the University Supervisor.

IV, University Responsibilities:

A. The University shall be responsible for monitoring and evaluating individual Intern progress as well as curriculum planning, admission, administration, matriculation requirements, and other issues required by its academic program.

B. The University shall appoint a Supervisor who may observe Interns in their setting. The University shall be responsible for the overall final evaluation of the Intern for his/her academic program upon receipt and review of the Supervisor's evaluative reports and feedback.

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C. The University shall require the Intern to provide proof of professional liability insurance as part of a membership with an appropriate professional organization. The Intern must provide this proof to the University before beginning Practicum/Internship/Intern Teaching and the University will keep a copy of this proof on file in the student's COE record. The Intern should be able to provide Ector County School District (school/district) with a copy of this coverage upon request.

D. The University does not furnish workers' compensation insurance for Interns. It is understood that the Intern is not an employee of Ector County School District. The University shall indemnify and hold Ector County School District harmless from any and all claims, demands, causes of action and/or damages arising out of the negligent or willful acts of the given Intern during the course and scope of his/her assignment.

Final Provisions:

A. This Agreement shall become effective on the date hereof and shall continue for the remainder of the school year. It shall be renewed upon mutual agreement of the parties for the next school year unless otherwise terminated.

B. The District acknowledges that the education records of Interns assigned to the district are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 123g, The Parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R Part 99 and to protect the privacy of educational records concerning any Intern assigned to the District under this Agreement.

C. The parties hereto may terminate this Agreement upon ninety (90) day advance written notice to one another.

Signatures: Only the authorized agents listed below may make changes to this MOU and future addendum provided if necessary.

_____

_____

Date _____

DocuSigned by:
Laura Hunt
E1C9DEA63B534F3...

USW – Dean, College of Education

Date 8/25/2022

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN THE UNIVERSITY OF TEXAS PERMIAN BASIN AND ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
2022-2023

Attached is the Memorandum of Understanding between The University of Texas Permian Basin and Ector County ISD for the School Counseling Practicum and/or Internship Placements. This allows ECISD to utilize interns at no cost to the district while The University of Texas Permian Basin students can gain valuable experience.

University of Texas Permian Basin
Counseling Department | College of Education

MEMORANDUM OF UNDERSTANDING

With: Ector County ISD

This memorandum of understanding is made this 20 day of September by and between the University of Texas Permian Basin ("University"), a component institution of The University of Texas System ("System"), and ECISD ("Facility"), having its principal office at 802 N. Sam Houston Odessa, Texas, and is binding until September 20, 2026, at which time the affiliation can be renewed upon agreement by both parties involved.

WHEREAS, the University has an established Counseling Department;

WHEREAS, one of the objectives of this program is to train students to work as counselors in community agencies, practices, and/or schools; and

WHEREAS, the Facility has such resources and is willing to cooperate with the University in making them available for educational purposes;

NOW THEREFORE, THE PARTIES MUTUALLY AGREE TO THE FOLLOWING:

A. Joint Responsibilities:

1. Either party may terminate this agreement by giving the other written notice of termination, not less than thirty (30) days prior to the scheduled date for the next academic semester. The agreement may be terminated at any time by mutual consent. If this Memorandum is terminated for any reason, if at all possible, the parties agree to take every action possible to ensure that all University students who are currently participating in a program at the Facility shall be permitted to complete their program at the Facility despite such a termination.

2. In the absence of earlier termination of the agreement for any reason, this Agreement shall expire on the date stipulated above, unless renewed upon the mutual agreement of the parties.

3. Determination of the number of students to be assigned to the placement shall be negotiated between the Facility and the University. The Facility has the final decision on the number it can accommodate and can create and maintain their own process for screening potential students (e.g., applications, interviews).

4. The Facility and the University will cooperate in the placement of students, each sharing responsibility for the final selection. The Facility has no obligation to work with a student it initially considers or later determines to be unsuited to the Facility program, and the University has no obligation to place a student at a site it considers unsuitable.

5. Students are not considered employees and are not intended to replace paid employees or service contracts.

6. Facility acceptance of a student for placement does not obligate the Facility to compensate the student or the University. Further, there is no financial obligation on the part of either institution to the other. Any agreements which promise financial compensation to the student are wholly separate and apart from this memorandum.

7. The University and Facility agree to seek applicable permission in writing from all parties when students, faculty, staff wish to publish materials as a direct result of a student's training experience at the Facility.

8. Neither party may use the other's institutional name in advertising media, including social media, without written approval.

9. The University and Facility supervisors of students will comply with the Ethical Standards of the American Counseling Association (ACA) or with the standards of practice from a related profession (e.g., ASCA; AMHCA) and applicable law.

B. Responsibilities of The University's Counseling Department.

1. Designate one person to serve as the Clinical Coordinator. This person will be responsible for the primary coordination and administrative aspects of the placement program.

2. Designate a University liaison (usually the course instructor) who will periodically confer with the Facility supervisor regarding the student's progress.

3. Provide, through the Clinical Coordinator, to the Facility a Practicum/Internship Site Supervisor Training once this memorandum is signed and upon request of the Facility.

4. When circumstances beyond the control of the University or Facility indicate the student must be withdrawn, or if the Facility is unable to meet the conditions of the agreement, the University has the responsibility to withdraw the student from the placement. This action will be taken only after consultation with the Facility and faculty involved in the placement.

5. The University will provide, as needed, group meetings for administrators, staff, and placement site supervisors. These meetings are intended to promote understanding of the curriculum of the University, encourage communication and interaction between counseling practitioners and counselor educators, and to develop competence in training/supervision.

6. The University will permit the counselor education faculty to participate as resource persons for Facility activities, on invitation from the Facility.

7. The University will assist the Facility supervisor in obtaining learning resources for students upon request.

8. The University will establish a system by which, during class presentations, confidentiality of the Facility's clients is protected in accordance with the Ethical Standards of the American Counseling Association (ACA) and applicable law.

9. The University will establish a system through which students acknowledge receipt of and adhere to the student Practicum/Internship Handbook during the application, screening, placement, and training with the Facility.

10. The University will provide the Facility with a copy of the student Practicum/Internship Handbook during negotiations of this memorandum, upon request of the Facility, and after substantive changes to the handbook.

C. Responsibilities of the Facility

1. The Facility Manager will designate one staff professional, known as the Facility Supervisor, to instruct, supervise, and evaluate the student and be available for consultation as requested by the University. This professional should comply with the standards and expectations as described in the Practicum/Internship Site Supervisor Training provided by the Clinical Coordinator.

2. The Facility Manager will request from the University's Clinical Coordinator the Practicum/Internship Site Supervisor Training when a new professional at the Facility is identified as a potential Facility Supervisor.

3. The Facility Manager will provide adequate time for the Facility Supervisor to hold individual supervisory conferences with the student for at least one hour per week.

4. The Facility Supervisor will be responsible for the actual supervision and control of the student's activities at the Facility.

5. The Facility Supervisor will complete Section B of and sign the Counseling Practicum/Internship Agreement prior to the student engaging in any activities related to the placement.

6. The Facility will provide each student with reasonable opportunities to accumulate the necessary hours outlined in the signed Counseling Practicum/Internship Agreement and detailed in the Practicum/Internship Site Supervisor Training.

7. The Facility Manager will provide time for the Site Supervisor to attend a scheduled meeting for Site Supervisors (if arranged), to be held at a designated time and place on the University campus.

8. The Facility will provide office supplies, telephone facilities and office arrangements it considers will enable the student to function effectively, and will make provisions for safeguarding materials the Facility considers confidential.

9. The Facility Supervisor will provide learning experiences compatible with the program's educational objectives.

10. The Facility Supervisor will provide the University Liaison a written evaluation of the student as requested by the University Liaison (typically at the end of each semester), or placement termination if earlier.

11. The Facility Supervisor will promptly communicate to the University Liaison any concern regarding the student's performance.

12. The Facility Supervisor will consult the University Liaison promptly if circumstances arise which require the Facility to withdraw the student from the placement.

13. The Facility Supervisor will arrange student work schedules, which will not conflict with schedules of the University.

14. The Facility Manager agrees to permit, upon reasonable request, the inspection of related Facility by the University and organizations charged with accreditation of the University's programs.

15. The Facility Manager will arrange for a system through which the student can confidentially audio and/or video record sessions with clients (after said clients have agreed to be recorded).

16. The Facility Manager agrees to allow the University Liaison reasonable access to the Facility, including audio/video recordings, necessary to evaluate the professional performance of the student. The student's progress in counseling skill development will be the focus of the University Liaison's supervision; case management will remain solely within the purview of the placement site supervisors.

17. The Facility Supervisor agrees to provide each student with all Facility policies, rules, and regulations pertinent to the student's role in the placement. Particular emphasis will be placed on requirements for safeguarding client rights and confidential professional information.

18. The Facility will maintain applicable current Public Liability Insurance.

D. General Provisions

1. **NOTICES.** All notices under this Memorandum shall be in writing and delivered either by personal delivery or by United States certified mail, return receipt requested. Such notices shall be deemed given when received by such party's designated representative.

2. **ORAL REPRESENTATIONS.** No oral representations of any officer, agent, or employee of Facility, University, or System shall affect or modify any obligations of either party under this Memorandum.

3. **AMENDMENT TO AGREEMENT.** No amendment to this Memorandum shall be valid unless reduced to writing, signed by an authorized representative of each party.

4. **ASSIGNMENT.** This Memorandum may not be assigned by either party without prior written approval of the other party.

5. **PERFORMANCE.** A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder, or give rise to any claim for damages.

6. **APPLICABLE LAW.** The validity, interpretation, performance, and enforcement of this Memorandum shall be governed by the laws of the State of Texas.

7. **FERPA**. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the University hereby designates the Facility as a school official with a legitimate educational interest in the educational records of the students who participate in the department to the extent that access to the records are required by the Facility to carry out the program. The Facility agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.

IN WITNESS WHEREOF, the undersigned parties do herby bind themselves to the faithful performance of this Memorandum.

Designated Facility Official	**UTPB Official**
Printed Name: _____	Printed Name: Dr. Cynthia Anderson
Signature: _____	Signature: Dr. Cynthia Anderson
Title: _____	Title: UTPB Clinical Coordinator
Date: _____	Date: 08-10-2022

Approved: October 25,2016
Scott C. Kelley
Executive Vice Chancellor for Business Affairs
The University of Texas System

REQUEST FOR APPROVAL OF PERMIAN HIGH SCHOOL THEATRE STUDENT OUT-OF-STATE TRAVEL TO NEW YORK CITY, NY

The Permian High School Theatre is requesting to travel to New York City, NY, from June 5-8, 2023. The students will attend two Broadway performances and participate in a Broadway Classroom Clinic. The group will consist of approximately 40 students and chaperones. Preliminary cost projections are $1,887 per participant, and the students will be fundraising a portion of this money. The cost of the trip will cover all transportation, all shows and activities, lodging, and a majority of the meals. Trip insurance is required for all participants, in the event that the trip needs to be cancelled.

Exhibit A—Request for Trip Approval

Date of request: August 3rd 2022

Date/time of departure: June 5th (a.m.) or p.m. *(circle one)*

Date/time of return: June 8th a.m. or (p.m.) *(circle one)*

Destination of trip: New York City

Purpose of trip, i.e., event to be attended, instructional value of the trip:

Expenencing live theatre & cultivating cultural interest in our program

Estimate of any permissible fees associated with the trip: $63,000 / $1,877 per participant

District employee sponsor and organization: Micaela Grenier - PHS Theatre

Number of students participating: 35

Number of chaperones participating: 2-5, + more

Name of Chaperone	Criminal History Check Requested *(circle one)*
Micaela Grenier	Yes (No)
Caleb Williams	Yes (No)
	Yes No

Signature of District employee sponsor: [signature]

For Office Use Only

School-sponsored trip:

☑ Approved

☐ Denied

Reason, if denied:

_____

Chaperone approval or denial:

Name of Chaperone	Criminal History Check Completed *(circle one)*	Decision *(circle one)*
Micaela Grenier	Yes / No	Approved / Denied
Caleb Williams	Yes / No	Approved / Denied
	Yes / No	Approved / Denied

Principal's Approval: Debra Styles 8-3-22
(Signature) (Date)

Superintendent or Designee Approval: Rita Mora 8/31/22
(Signature) (Date)

Board Approval: _____
(Signature -Required for Out-of-State Travel) (Date)





NEW YORK CITY

Permian HS Theatre

Monday, June 5th

- Arrive at Midland Airport
- 8:15am Depart on AA flight **(33 seats held)**
- 9:35am Arrive in Dallas
- 10:25am Depart Dallas
- 2:59pm Arrive in the Big Apple, New York, NY
- Lunch in the airport (on own)
- Meet your Green Light tour manager
- Free time to explore Times Square
- Check into hotel in Manhattan **(ROW NYC)**
- Dinner at Havana Central
- See Wicked on Broadway (or show of choice)
- Group photo in Times Square

Tuesday, June 6th

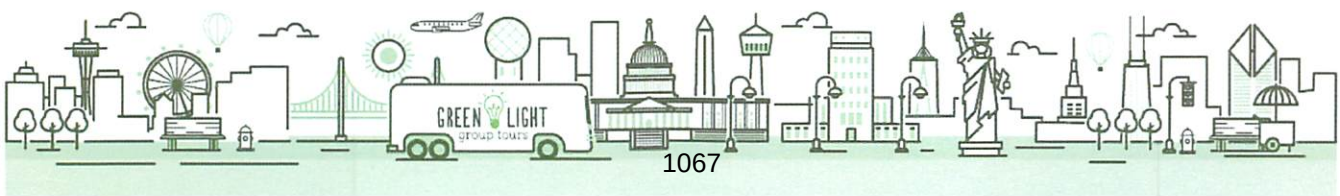
- Breakfast at local deli ($15 cashback)
- Walk through Central Park
- Visit the Museum of Natural History
- Lunch in Rockefeller Center
- Shopping on Fabulous 5th Avenue
- Dinner at Ellen's Stardust Diner
- See Broadway show of choice (TBD)

Wednesday, June 7th

- Breakfast at local deli ($15 cashback)
- Broadway Classroom Clinic, learn a piece from a Broadway show taught by a member of the cast
- Free time for lunch in Hell's Kitchen or Times Square
- Visit the Visit the Museum of Modern Art (MOMA)
- Dinner at Bill's Burgers
- Take a nighttime cruise around Lady Liberty

Thursday, June 8th

- Breakfast at local deli ($15 cashback)
- Walk over the Brooklyn Bridge
- Lunch at Paesano's of Little Italy
- Free time for shopping in Chinatown
- 1:00pm Depart for the airport
- Dinner in the airport ($15 cash back)
- 6:25pm Depart on AA flight
- 9:13pm Arrive in Dallas
- 10:25pm Depart Dallas
- 11:38pm Arrive back in Midland



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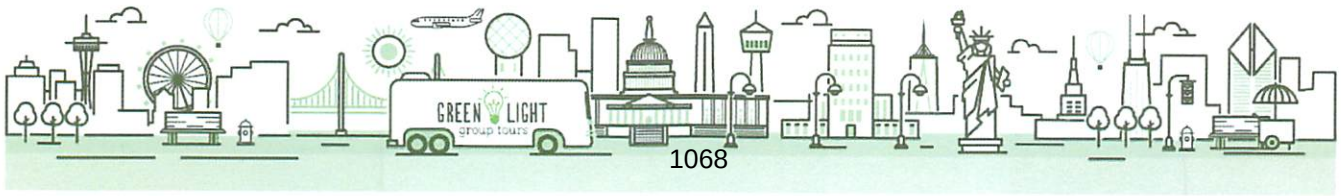


NEW YORK CITY

Ground Package Includes

- Round trip flight (**Expires August 21st- 33 seats held-** does not include luggage fees)
- Motor coach transfers to and from the New York airport
- Subway pass
- Dedicated tour manager
- Three nights lodging in interior corridor hotel in Midtown Manhattan
- Museum of Natural History
- Museum of Modern Art
- Come From Away on Broadway
- Wicked on Broadway
- Broadway in the Classroom Clinic
- Fabulous 5th Avenue
- Times Square
- Central Park
- Brooklyn Bridge
- Oculus
- Chinatown
- Cruise around the Statue of Liberty
- Breakfast daily
- Lunch in Hell's Kitchen
- Lunch at Paesano's Italian Restaurant
- Lunch at Rockefeller Center
- Dinner at Havana Central
- Dinner at Bill's Burgers
- Dinner at Ellen's Stardust Diner
- Dinner in the airport
- Two million dollar liability insurance policy
- Name badges with emergency phone numbers and a mini itinerary
- Basic traveler's insurance- purchased on behalf of the traveler - to cover medical expenses and trip delays
- Nighttime hotel security, so you can sleep
- **Two complimentary director's packages at double occupancy**
- Online registration and billing

Minimum # Paying Travelers	20	25	30
Quad	$2,144	$1,989	$1,905
Triple	$2,187	$2,032	$1,949
Double	$2,275	$2,120	$2,037
Single	$2,537	$2,382	$2,299



REQUEST FOR APPROVAL OF PERMIAN HIGH SCHOOL BAND STUDENT OUT-OF-STATE TRAVEL TO ORLANDO, FLORIDA

The Permian High School Band is requesting to travel to Florida from May 30 – June 4, 2023. The purpose of the trip is to visit the Kennedy Space Center and enjoy the Orlando Theme Parks. The group will consist of approximately 110 students and chaperones. Preliminary cost projections are $1,977 per participant, and the students will be fundraising a portion of this money. The cost of the trip will cover all transportation, activities, lodging, and a majority of the meals. Trip insurance is required for all participants, in the event that the trip needs to be cancelled.

Exhibit A—Request for Trip Approval

Date of request: 07/27/2022

Date/time of departure: 4:00 AM, 05/30/2022 a.m. or p.m. *(circle one)*

Date/time of return: 4:30 AM, 06/04/2022 a.m. or p.m. *(circle one)*

Destination of trip: Orlando, Florida

Purpose of trip, i.e., event to be attended, instructional value of the trip:
Kennedy Space Center, Cape Canaveral (STEAM)

Estimate of any permissible fees associated with the trip: $1977

District employee sponsor and organization: Jeff Whitaker

Number of students participating: 110

Number of chaperones participating: 11

Name of Chaperone	Criminal History Check Requested *(circle one)*
Jeff Whitaker, Trey Burns, Tyler Serrato, Daniel Ward, Courtney Branscum	(Yes) No
Spencer McBurney, Kelly McBurney, Brett Hazenstab, Pat Hazenstab, Crystal Sanchez, Eunice Rodriguez	(Yes) No
	Yes No

Signature of District employee sponsor: Jeff Whitaker

For Office Use Only

School-sponsored trip:

☐ Approved

☐ Denied

Reason, if denied:

Chaperone approval or denial:

Name of Chaperone	Criminal History Check Completed *(circle one)*	Decision *(circle one)*
Please see	Yes No	Approved Denied
Addendum	Yes No	Approved Denied
	Yes No	Approved Denied

Principal's Approval: Dellsa Styles 8-1-22
(Signature) (Date)

Superintendent or Designee Approval: Julia Mata 9/1/22
(Signature) (Date)

Board Approval:
(Signature -Required for Out-of-State Travel) (Date)

Addendum for Permian HS Band Trip Approval

Name of Chaperones

- Jeff Whitaker – ECISD Employee - Approved
- Trey Burns – ECISD Employee - Approved
- Tyler Serrato – ECISD Employee - Approved
- Daniel Ward – ECISD Employee - Approved
- Courtney Branscum – ECISD Employee - Approved
- Spencer McBurney – Criminal History Check Completed – Approved
- Kelly McBurney – Criminal History Check Completed – Approved
- Brett Hazenstab – Criminal History Check Completed – Approved
- Patricia Hazenstab – Criminal History Check Completed – Approved
- Crystal Sanchez – Criminal History Check Completed – Approved
- Eunice Rodriguez – Criminal History Check Completed – Approved






FLORIDA

Permian High School Band

Tuesday, May 30th
- 4:00am Buses arrive for loading
- 4:30am Depart for Dallas
- 10:30am Arrive at the DFW Airport
- Lunch in the airport (on own)
- 12:30pm Depart on American flight #2121
- 4:02pm Arrive in sunny Orlando, FL!
- Meet your Green Light tour manager
- 4:30pm Board motorcoaches
- 5:30pm Enjoy *Disney's Magic Kingdom®*
- Dinner within the park (dining card provided)
- 9:00pm See Disney Enchantment™ Firework Spectacular
- 9:45pm Load buses
- 10:30pm Check into hotel Universal's Endless Summer Resort

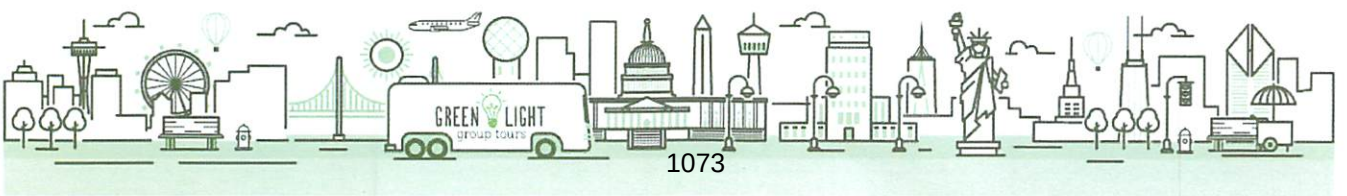
Wednesday, May 31st
- Breakfast at the hotel
- 8:30am Take the Universal shuttles to CityWalk
- Enjoy Universal Studios and Islands of Adventure (home to Harry Potter!)
- Lunch within the park (voucher provided)
- Dinner within the park (voucher provided)
- 9:30pm Take Universal shuttles back to resort

Thursday, June 1st
- Breakfast at the hotel
- 8:30am Load motor coaches
- 10:00am Explore the Kennedy Space Center
- Lunch at the Kennedy Space Center
- 1:30pm Depart for Cocoa Beach
- 2:00pm Vist Ron Jon's Surf Shop
- 3:00pm Free time to enjoy the beach
- 6:30pm Dinner at Coconuts on the Beach
- 9:30pm Arrive back at the resort

Friday, June 2nd
- Breakfast at the hotel
- 8:30am Take the Universal shuttles
- Enjoy Universal's Volcano Bay Water Theme Park and/or a second day at Universal Studios and Islands of Adventure
- Lunch within the park (voucher provided)
- 8:00pm Group dinner at NBC Sports Grille
- 9:30pm Take Universal shuttles back to resort

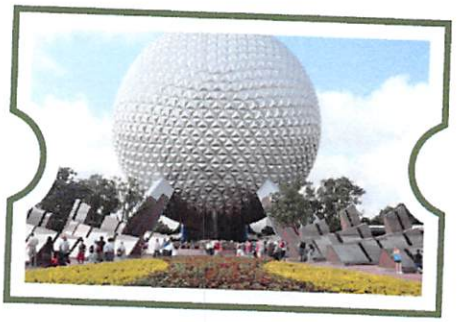
Saturday, June 3rd
- Breakfast at the hotel
- 8:00am Board motor coaches
- 9:00am Enjoy *Disney's Hollywood Studios®*
- Lunch within the park (dining card provided)
- 4:30pm Load buses and depart for the airport
- Dinner in the airport ($20 cash back)
- 7:48pm Depart on AA flight #2076
- 9:45pm Arrive in Dallas
- 10:15pm Load motor coaches

Sunday, June 4th
- 4:30am Arrive back at school



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FLORIDA

Ground package Includes

- Round trip flight (estimated at $550/seat, does not include luggage fees)
- Motorcoach transfers to/from school and DFW and in Florida as needed
- Access to Universal's complimentary buses
- Dedicated tour manager
- Four nights lodging
- Two-day Disney basic pass
- Two-day Universal three-park ticket
- Kennedy Space Center
- Cocoa Beach
- Breakfast daily at the hotel (4)
- Two *©Disney* dining cards ($20 each)
- Three Universal meal vouchers
- Lunch at Kennedy Space Center
- Dinner at NBC Sports Grille
- Dinner at Coconuts on the Beach
- Dinner in the airport
- Two million dollar liability insurance policy
- Nighttime hotel security guard
- Name badge with emergency phone numbers and mini itinerary
- Basic traveler's insurance- purchased on behalf of the traveler - to cover medical expenses and trip delays
- Four complimentary director's packages at single occupancy
- Online registration and billing

Not Included

- Checked luggage fees
- Lunch on May 30th

Minimum # Paying Travelers	70	80	**90**	100	110
Six	$2,107	$2,034	**$1,977**	$1,932	$2,057
Quint	$2,129	$2,056	**$1,999**	$1,954	$2,079
Quad	$2,163	$2,090	**$2,033**	$1,987	$2,113
Triple	$2,219	$2,146	**$2,089**	$2,043	$2,169
Double	$2,330	$2,257	**$2,201**	$2,155	$2,281
Single	$2,666	$2,593	**$2,536**	$2,490	$2,616

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Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **REQUEST FOR APPROVAL TO ENTER INTO INTERLOCAL AGREEMENTS BETWEEN PURCHASING COOPERATIVE (COOP) AND ECTOR COUNTY ISD**

DATE: September 20, 2022

Ector County ISD is requesting approval to participate and enter into interlocal agreements with:

- Purchasing Cooperative of America

Cooperatives (COOPS) allows ECISD to use purchasing cooperatives instead of performing competitive bidding to receive better value on goods and services through a pooled purchasing power. ECISD uses cooperatives to purchase a variety of goods and services, including printing paper and other office supplies, cafeteria food purchases, extracurricular activity uniforms, school buses and other fleet vehicles.

BUDGETARY IMPACT: Purchasing cooperatives are funded through fees paid by vendors, and sometimes by members.

STATUTORY REFERENCES:

- The Texas Education Code, Section 44.031
- The Texas Local Government Code, Section 271.102
- The Texas Business Organizations Code, Chapter 251

****

It is recommended that the Board of Trustees approve the resolution and Interlocal Agreement as presented.

Attachments

BECOME A PCA MEMBER

Purchasing Cooperative of America is a national purchasing cooperative with legally procured contracts available for public entities in all 50 States and U.S. Territories, Canada and Mexico:

- *Educational institutions K-12 through universities*
- *Local, State and Federal governmental agencies*
- *Indian tribal governments*
- *Non-profit/non-taxed religious and charitable organizations*
- *All PCA contracts are awarded through one of PCA's Awarding Public Agencies*

PCA contracts may be used with federally-funded programs such as FEMA.

PCA Solicitation Procedure:

- COMPETITIVE BIDDING per Texas procurement and contracting statutes. Other state and federal statutes, including the FAR, are referenced in the solicitations.
- Solicitations are ADVERTISED for two consecutive weeks in a national publication, in a local publication, and on the PCA website.
- Evaluation Committee Members review solicitation responses per the EVALUATION FACTORS listed in the solicitation.

Join PCA

- No cost to join PCA. Vendors pay an administrative fee when they use their PCA contract.
- Scroll down to the map and click on your state to look at the interlocal contracting 'joint powers' statutes for your state.
- Some Texas entities must complete the Interlocal Contract (you can find an example on the 'Forms' tab) and submit it to **pcamerica@pcamerica.org.**
- Becoming a member is EASY
  (1) **In Texas.** Register online at **www.pcamerica.org/Members**; some entities also complete the Interlocal Contract (available on the Forms tab).
  (2) **Other States.** Register online at **www.pcamerica.org/Members**; key on your state to see your state's 'joint powers' statutes. Public entities of other states will know membership. requirements required by their state statue(s) or local authority.
  (3) As needed, submit the interlocal contract to **pcamerica@pcamerica.org**
- 'PCA', 'the contract number' and 'title' must be listed on your purchase order.

Membership Has Its Privileges

- Working directly with awarded contractors
- Additional terms may be listed on the purchase order upon or written in a supplemental contract, as negotiated and agreed upon
- Contract support from PCA contract managers
- DUE DILIGENCE documentation available to PCA members upon request

Learn more about **PCA** at **www.pcamerica.org**, 844-722-6374,
or call Elaine Nichols, Director, at 713-851-1471

BOARD RESOLUTION

State of Texas

WHEREAS, the Board of Directors of Ector County ISD *(Named Public Entity)*, Odessa TX *(City)*,

Texas. pursuant to the authority granted by TEX. GOV'T Code 791.001, et seq, desires to participate in the Purchasing Cooperative of America (PCA), and

WHEREAS, in the OPINION that participating in this program will be highly beneficial to the taxpayers through the anticipated savings to be realized,

THEREFORE, be it RESOLVED that the Ector County ISD *(Named Public Entity)* request a stated need for participation in Purchasing Cooperative of America (PCA) whereby

Deborah P. Ottmers, CFO *(Name of Authorized Person)* is authorized and directed to sign and deliver any and all necessary requests and documents in connection therewith for and on behalf of

Ector County ISD *(Named Public Entity)*.

I certify that the foregoing is a true and correct original Resolution duly adopted by the Ector County ISD *(Named Public Entity)* and is filed on record at the PCA office.

In witness thereof, I have set my hand and signature this _____ day of _____, 20___.

By: _____
(Authorized Signature)

_____
(Printed Authorized Name)

_____
(Title)

This legal document will remain current on file until either party severs the agreement.

INTERLOCAL AGREEMENT
FOR COOPERATIVE PURCHASING SERVICES

This Interlocal Agreement for Cooperative Purchasing Services ("Agreement") is entered into by and between Ector County Independent School District, 802 North Sam Houston, Odessa, TX 79761
COMPLETE LEGAL NAME (DO NOT ABBREVIATE) & MAILING ADDRESS
("PCA Member", "Party"), a governmental entity, and Purchasing Cooperative of America ("PCA", "Party") on behalf of PCA Awarding Agencies to participate in all Purchasing Cooperative of America ("PCA") cooperative purchasing programs administered by PCA and its affiliates and subsidiaries and for the purpose of participating in the cooperative purchasing services of PCA. Collectively, PCA and PCA Member and will be known as the "Parties".

RECITALS

Purpose

The purpose of this Agreement is to support public entities by facilitating their purchasing operations through cooperative contracting and to promote real savings for PCA Members with discounts resulting from the competitive bid process.

Texas Government Code, Chapter 791, Interlocal Cooperation Act, and *Texas Local Gov't. Code, Chapter 271, Subchapter F. Cooperative Purchasing Program* allows for governmental entities to contract for cooperative purchasing services that each Party to the contract is authorized to perform individually.

Eligible public entities may use all PCA contracts awarded to a Vendor. Each jurisdiction is subject to its own and members' requirements. The use of a PCA contract by a PCA Member, along with their signed purchase order or other extension of the contract, constitutes acceptance of the contract and completes the interlocal agreement (if required by the entity(ies) between the Awarding Agency and PCA Member.

Membership Eligibility

Public entities in all 50 states, the U.S. Territories, Canada and Mexico, including local, state and federal governmental agencies, Indian tribal governments; educational institutions including K-12 public, private and charter schools, state and private colleges and universities; and non-taxed non-profit religious and charitable organizations are eligible to participate in the PCA purchasing cooperative. There is no fee to the PCA Member to join or use PCA contracts.

Role of the PCA Awarding Agency

1. Acts as Party to the Agreement.
2. Awards PCA contracts that have been competitively bid.
3. Provides service and support to PCA, PCA members and vendors, as necessary.

Role of the PCA Member

1. Registers on the PCA website, www.pcamerica.org, or any successor website.
2. Executes a copy of this Agreement by providing an authorized signature in the appropriate space below and submitting the form to Members@pcamerica.org.

3. Designates a contact person and updates the contact information as necessary.
4. Works with PCA awarded contractors according to the PCA contract.
5. Issues supplemental contracts, purchase orders, or other applicable authorizations for purchases directly to the awarded contractor; and includes "Purchasing Cooperative of America" or "PCA" and the "Contract Number".
6. Makes payments to vendors in a timely manner and in accordance with the state laws and local procedures applicable to the PCA Member for all goods and services received.
7. Notifies PCA at the address or email shown below of any substantial problems in quality of goods or performance of services with an awarded contractor under a PCA contract.

Role of the Purchasing Cooperative (PCA)

1. Acts as a group purchasing organization that governmental entities join as members.
2. Performs the administration and management duties and responsibilities for which PCA will receive fees from PCA vendors using PCA contracts.
3. Performs all of the required steps of the competitive solicitation process in compliance with all applicable state statutes and regulations related to competitive procurement and contracting in the State of Texas.
4. Provides members access to cooperative contracts, due diligence documentation and PCA vendor contact information.
5. Provides support and service to PCA Members and vendors.
6. Performs such other related services and duties as are customarily performed by a entity in a similar position.

General Provisions

1. Effective Date. This Agreement is effective upon signature and shall be automatically renewed annually unless either Party gives sixty (60) days prior written notice of non-renewal.
2. No Minimum Purchase Requirement. This Agreement does not obligate the PCA Member to purchase a minimum amount of goods and/or services under any PCA contract.
3. Federal Requirements. The parties agree to comply fully with all applicable federal statutes, rules and regulations in connection with the cooperative contracts contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.
4. State Joint Powers Statutes. It is the sole responsibility of each PCA Member to follow their state procurement statutes as it pertains to cooperative purchasing, or joint power agreements, with in-state or out-of-state public agencies.
5. Governing Law-Texas. Any issue concerning PCA contracts in which a PCA Awarding Agency is involved shall be governed by the law of the State of Texas, excluding the conflicts of law provisions.
6. Venue-In Texas. Exclusive Venue for any litigation whatsoever involving PCA is the state district court of Harris County, Texas.
7. Governing Law-Outside Texas. PCA member's use of PCA contracts shall be governed by the laws of the State of _____, excluding the conflicts of law provisions.
8. Venue-Outside Texas. Exclusive Venue for litigation arising between PCA Member and PCA awarded contractor from use of PCA contracts is _____.
(court jurisdiction)

9. Invalid Provision. If any term(s) or provisions of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.
10. Immunity. Neither Party to this Agreement waives or relinquishes any immunity or defense on behalf of themselves, their directors, officers, employees and agents as a result of this Agreement being executed or the performance of the functions and obligations describe herein.
11. Final Agreement. This Agreement incorporates all agreements, covenants and understandings between the Parties concerning subject matter in the Agreement. No prior agreement of understanding, verbal or otherwise, by the Parties or their agents, shall be valid or enforceable unless embodied in this Agreement.
12. "As is" Contracts. PCA makes PCA contracts available to the PCA Member "as is" and is under no obligation to revise the terms, conditions, scope, prices, and/or any other requirements of the contract for the benefit of the PCA Member.
13. Termination. This Agreement may be terminated with or without cause by either party upon (60) days prior written notice.
14. Notice. All forms of written notice, under this Agreement, shall be made by first class mail, postage prepaid and delivered to the other Party of this Agreement.
15. Records Requests. PCA Member agrees to cooperate in compliance with any reasonable request for information and/or records made by PCA. Breach of this provision may be grounds for termination after ten (10) days written notice to the PCA Member.
16. Submission. Send the signed Agreement via email to Members@pcamerica.org. An email copy of an executed signature shall have the same force and effect as an original signature page.
17. Term. This Agreement is effective the date of the final signature and shall continue indefinitely, subject to the Termination clause.

Authorization

By execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized to enter into and perform the terms of this Agreement.

Ector County ISD
PCA Member Organization Name

Deborah P. Ottmers
Authorized Signature

Deborah P. Ottmers
Printed Name

Title Chief Financial Officer

Date 9/20/2022

Designated Contact Deborah Ottmers

Title CFO

Phone 432-456-9491

Email deborah.ottmers@ectorcountyisd.org

Purchasing Cooperative of America

PCA Authorized Signature

Dean Zajicek
Printed Name

Title Assistant Director

Date

Phone 844-722-6374

Email Dean@pcamerica.org

Main PCA Email pcamerica@pcamerica.org

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Scott R. Muri, Superintendent of Schools

SUBJECT: **POSSIBLE ACTION ON SUPERINTENDENT'S CONTRACT**

DATE: September 20, 2022

Ector County ISD Board of Trustees may take action on the Superintendent's Contract.

****

Administrative Recommendation:

Possible action to approve Superintendent's Contract.



INFORMATION ITEMS

- Amended School Nutrition and Supplemental Pay
- Financials
- Purchasing Report
- Routine Personnel Report

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Dr. Anthony Sorola, Associate Superintendent

RE: Amended School Nutrition and Supplemental Pay

DATE: September 20, 2022

AMENDED SCHOOL NUTRITION AND SUPPLEMENTAL PAY

POSITION/GROUP	DUTIES PERFORMED/DAYS	STIPEND/PAY GRADE
~~COMPUTER SCHOOL NUTRITION CLERK~~	~~227~~	~~PG4~~
~~SCHOOL NUTRITION MANAGER~~	~~187~~	~~PG5~~
SCHOOL NUTRITION COMPUTER TECHNICIAN	227	PG9
CREDIT RECOVERY, CERTIFIED TUTOR	EDGENUITY TUTOR	$32.00 HOUR
CREDIT RECOVERY, CERTIFIED ADMINISTRATOR	EDGENUITY ADMINISTRATOR	$35.00 HOUR
CREDIT RECOVERY, CERTIFIED COUNSELOR	EDGENUITY COUNSELOR	$32.00 HOUR

Financials

The financial statements for the month of June are not available as this will be included in the Annual Financial Report that will be presented to the board in November.

ECISD over $50,000 Report
Month of August 2022

PO Date	PO#	Vendor Name	Amount	General Comments	Approval Process	1st GL Account	Requestor
08/09/2022	23001642	BANK OF NEW YORK MELLON	$11,135,893.00	DO NOT MAIL - LONGTERM PO FOR debt svc WIRE Pmts	Bond Approved by Voters	599-71-6511-13-992-99 599-71-6521-13-992-99 599-71-6511-16-992-99 599-71-6521-16-992-99 599-71-6521-20-992-99 599-71-6511-21-992-99 599-71-6521-21-992-99	Kimberly Byers
08/11/2022	23001840	CAREATC INC	$2,628,000.00	ECISD WELLNESS CENTER SERVICES	Proprietary Fund	772-41-6299-01-978-99	Maria Melendez
08/30/2022	23002986	A TEX RESTAURANT SUPPLY INC	$1,715,976.86	REPLACING PO 22011381 DO NOT SEND TO VENDOR	RFP #22-12N	240-35-6397-00-974-99 240-35-6299-00-974-99	Ruth Baltazar
08/19/2022	23002091	ACCELERATION ACADEMIES	$1,000,000.00	DO NOT MAIL PO - LONGTERM - CREDIT/DROP OUT RECOV	RFP#21-31 Long Term	199-11-6299-00-810-24	Kimberly Byers
08/16/2022	23002004	XEROX CORPORATION	$900,000.00	LONG-TERM PO - DISTRICT WIDE XEROX COPIERS	TCPN COOP Contract #R171406	199-71-6512-00-999-99 199-71-6512-00-047-99	Kimberly Byers
08/22/2022	23002446	ACCELERATE LEARNING INC	$602,775.00	STEMscopes- AlliedStates Coop#21-7406	STEMscop-Elem/Reagan-Nimitz/MS AlliedStates COOP #21-7406	211-11-6396-00-851-30-21122 289-11-6396-00-851-24-29122	Margarita Brooker
08/03/2022	23001444	ISTATION	$576,538.00	Istation-Reading-Districtwide-Allied States Coop	Bryon Byers Contract #20-7373	199-11-6248-00-851-24	Shelia Pruitt
08/21/2022	23002347	ELUMA LLC	$512,415.00	RS/SPED/ELUMA/VIRTUAL SPEECH	ECISD Awarded RFQ #22-31	284-11-6219-00-874-23-28422	Romi Scown
08/29/2022	23002863	NETSYNC NETWORK SOLUTIONS	$466,229.40	NETSYNC -Disaster Recovery-Hardware 22-23	TX DIR #DIR-TSI-4169 Subcontractor for Cisco Systems	199-53-6299-38-864-99	Martha Almaguer
08/23/2022	23002493	ODESSA COLLEGE	$450,000.00	DO NOT MAIL - LONGTERM PO - OCA MOU	Interlocal Agreement Long Term	199-11-6229-00-015-11 199-23-6499-04-015-99	Kimberly Byers
08/25/2022	23002600	ODESSA COLLEGE	$450,000.00	DO NOT MAIL - LONGTERM PO - OCTECHS MOU	Interlocal Agreement Long Term	199-11-6229-00-014-11 199-11-6229-00-014-22 199-23-6499-04-014-99	Kimberly Byers
08/22/2022	23002358	CDW-G	$400,505.12	Microsoft Renewal W/Security LT PO 22-23	Sourcewell COOP #081419-CDW IFB#22-19SN	199-53-6248-38-864-99	Martha Almaguer
08/22/2022	23002419	BLUE STAR BUS SALES LTD	$379,900.00	Replacing PO#22004658 Bus Purchase	Buyboard Approved Contract #630-20	199-34-6631-01-986-99	Sondra Junginger
08/05/2022	23001585	IMAGINE LEARNING LLC	$343,025.00	Imagine-Edgenuity-District software-Buyboard-sp	BuyBoard COOP Contract #653-21	199-11-6248-00-851-24 199-13-6299-00-851-24	Shelia Pruitt
08/21/2022	23002130	CDW-G	$282,558.00	Portable Security Project	Sourcewell COOP #81419-CDW IFB#22-19SN	199-53-6397-38-864-99 199-53-6399-38-864-99 199-53-6299-38-864-99	Jennifer Bakley
08/16/2022	23001998	NEWSELA INC	$275,000.00	SOFTWARE -PK-12-ALLIED STATES COOP 20-7373	Allied States COOP Contract #20-7373	199-11-6394-00-851-24	Shelia Pruitt
08/25/2022	23002574	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	$260,400.00	HMH Into Reading Coaching Fall- RFP 21-16 -MBrook	Buyboard COOP #653-21 & RFP #21-16	255-13-6299-00-851-24-25523	Margarita Brooker
08/11/2022	23001777	CITY OF ODESSA	$258,152.40	LONG TERM PO FOR CITY OF ODESSA-CROSSING GUARDS	Interlocal Agreement	199-52-6299-01-952-99	Kimberley Jones
08/05/2022	23001536	LONE STAR LEARNING	$251,160.00	Math Digital Bulletin Board K-5 -Reg.18 Coop-SP	Region 18 COOP Awarded Vendor	199-11-6394-00-851-24	Shelia Pruitt
08/22/2022	23002386	AMPLIFY EDUCATION INC	$240,000.00	Amplify Tutoring-LBJ-TEA'S Provider Subsidized	TEA Required/Approved Vendor	279-11-6299-60-851-24-27922	Margarita Brooker
08/26/2022	23002779	TRANE U.S. INC.	$232,916.00	REPLACING PO #22014862.Ector MS Unit Replacements	Co-op # USC 15-JLP-023	199-51-6299-00-047-99	Diana Ornelas
08/03/2022	23001437	COLLEGE ENTRANCE EXAMINATION BOARD	$221,521.00	COLLEGEBOARD 22-23 M.WEATHERFORD/ADMIN 231	BOARD APPROVED	199-31-6339-50-852-38	Mackenzie Weatherford
08/19/2022	23002079	BLUE DAISY CONSULTING LLC	$183,450.00	CONSULTING SERVICES	RFP #22-28	282-23-6299-00-889-30-28222	Kashunta Thurman
08/26/2022	23002782	WILLIAMS PAVING & EXCAVATION. INC	$152,650.00	REPLACING PO#22014476.Districtwide Potholes	RFP#21-26SI Proposal #75-22	199-51-6246-01-965-99	Diana Ornelas
08/03/2022	23001511	CAMBIAR EDUCATION	$150,000.00	ECISD- ContingoEd	REBID RFP #22-30	282-31-6299-00-893-30-28222	Amy Miller
08/11/2022	23001776	CITY OF ODESSA	$144,000.00	Truancy Court Interlocal 22.23	Interlocal Agreement 22-23	199-61-6499-00-856-24	Scott Randolph
08/10/2022	23001766	DALLAS FOUNDATION TX NONPROFIT CORPORATIO	$130,000.00	EMS CONTRACT 22-23 RFP RE-BID 22-30	ECISD Awarded RFQ #22-30	282-31-6299-00-852-24-28222	Mackenzie Weatherford
08/05/2022	23001524	AVID CENTER	$128,334.00	AVID Center Quote Q-84089	ECISD Approved Sole Source Vendor	199-11-6394-00-854-24	Lidia Valenzuela
08/10/2022	23001727	WILLIAMS PAVING & EXCAVATION. INC	$125,838.00	OHS Band Practice Parking Lot	RFP 21-26SI	199-51-6246-01-965-99	Diana Ornelas
08/15/2022	23001936	BRAINCHILD UNLIMITED INC	$125,000.00	Brainchild Renewal 22-23 School Year	TIPS COOP Contract #210301 & 200105	199-11-6248-01-864-24	Rylee Brooker
08/26/2022	23002780	VERIZON WIRELESS SERVICES LLC	$120,000.00	Student Mifi Device Services 22-23	Tx DIR Contract DIR-TEX-AN-NG-CTSA-010	199-53-6299-38-864-99	Jennifer Bakley
08/05/2022	23001579	NEARPOD INC	$118,050.00	COMPUTER SOFTWARE FOR DISTRICT-Buyboard-SP	Buyboard Contract #661-22	199-11-6394-00-851-24	Shelia Pruitt

08/26/2022	23002829	SUMMIT K12 HOLDING INC	$117,330.00	SUMMIT K-12	Choice Partners COOP Contract #21/016KN=14	199-11-6248-89-875-24	Paula Lozano
08/24/2022	23002540	ELUMA LLC	$105,000.00	Long-term PO: eLuma EDUCATIONAL/TRAINING SERVICES	ECISD Awarded RFQ #22-31	199-11-6219-00-009-23	Kathleen Halford
08/21/2022	23002155	KRONOS INC.	$99,000.00	Kronos Subscription Services	U.S.Communities Contract #18220	199-53-6248-00-972-99	Melinda Compton
08/16/2022	23001968	DISCOVERY EDUCATION INC	$94,350.00	Social Studies- Discovery Ed- Region 18- MB	Region 18 COOP Awarded Vendor	199-11-6394-00-851-24	Margarita Brooker
08/09/2022	23001666	TEXAS TECH HEALTH SCIENCES CTR	$90,000.00	TEXAS TECH RFP #22-03	RFP #22-03	282-31-6299-00-852-24-28222	Mackenzie Weatherford
08/05/2022	23001534	ISTATION	$87,500.00	Istation-PD-reading-Allied States Coop#18-7297	Allied States COOP Contract #18-7297	199-13-6299-00-851-24	Shelia Pruitt
08/24/2022	23002536	CHASTANG ENTERPRISES	$82,968.00	BuyBoards 601-19/Technology Ford Transit Vans x 2	Buyboard Contract #601-19 & 629-20	199-53-6631-00-864-99	Jennifer Bakley
08/29/2022	23002870	EDUPROJECT ELL LLC	$76,867.25	PROJECT EDUCATION-eduPROJECT ELL, LLC	Choice Partners COOP Contract #22/044KN-05	199-11-6248-00-875-25	Paula Lozano
08/10/2022	23001765	LEGENDS OF LEARNING INC	$76,250.00	Legends of Learning-Math&Sci-Buyboard #661-22-SP	Buyboard Approved Contract #661-22	199-11-6394-00-851-24	Shelia Pruitt
08/25/2022	23002642	THE UNIVERSITY OF TEXAS AT AUSTIN	$70,000.00	UT OnRamps Student Tuition long term PO	Interlocal Agreement	199-11-6223-00-855-38	Sandy Ochoa
08/22/2022	23002383	ACCELERATE LEARNING INC	$69,984.00	STEMscopes.-Allied States Coop 21-7406-3 Add'l	Allied States COOP 21-7406-3 Add'l	211-11-6396-00-851-30-21122	Margarita Brooker
08/05/2022	23001529	EXPLORELEARNING LLC	$69,835.87	Gizmos-software for Sci. Reg18 Coop-see notes	Region 18 COOP Awarded Vendor	199-11-6394-00-851-24	Shelia Pruitt
08/03/2022	23001506	THE HANOVER RESEARCH COUNCIL	$68,250.00	CONSULTING SERVICES	1GPA COOP Contract #20-04P-01	282-23-6299-00-893-30-28222	Amy Miller
08/08/2022	23001599	CDW-G	$66,780.00	IPVISION CONTROL ACCESS -video surveillance	Sourcewell COOP #081419	199-53-6319-38-864-99	Martha Almaguer
08/11/2022	23001839	CALAMP WIRELESS NETWORKS CORPORATION	$65,520.00	DO NOT MAIL - LONGTERM PO FOR GPS ROUTING EQPMT	Sourcewell Contract #020221-CAW	199-71-6512-00-999-99	Kimberly Byers
08/21/2022	23002352	SAM PACK FIVE STAR FORD	$64,640.89	REPLACING PO #22004561	Buyboard Contract #601-19	199-34-6631-01-986-99	Sondra Junginger
08/30/2022	23002970	CONTROL TECHNOLOGIES INC	$62,707.00	Hays_HVAC Control EMS	Buyboard Vendor Contract #631-20	199-51-6639-00-112-99	Diana Ornelas
08/21/2022	23002353	SOUTHERN BLEACHER COMPANY INC	$62,179.00	REPLACE PO 22010579/21001836 DO NOT MAIL TO VEND	Buyboard COOP Contract #592-19 & 665-22	199-36-6639-60-905-91	Valerie Apodaca
08/30/2022	23002969	CONTROL TECHNOLOGIES INC	$62,178.00	Jordan_HVAC Control EMS	Buyboard Vendor Contract #631-20	199-51-6639-00-129-99	Diana Ornelas
08/16/2022	23001964	OTIS ELEVATOR COMPANY INC	$58,572.00	Elevator Service Contract Charges	BuyBoard Approved Vendor	199-51-6249-02-965-99	Diana Ornelas
08/03/2022	23001505	MERGE LABS, INC	$56,563.50	MERGE-Virt. Sci. Sub-TIPS Coop#200105	TIPS COOP Approved Vendor Contract #200105	199-11-6394-00-851-24	Shelia Pruitt
08/30/2022	23002971	CONTROL TECHNOLOGIES INC	$55,819.00	Milam_HVAC Control EMS	Buyboard Vendor Contract #631-20	199-51-6639-00-116-99	Diana Ornelas
08/09/2022	23001698	QUADIENT LEASING USA, INC.	$53,300.00	DO NOT MAIL - LONGTERM PO FOR NEOPOST LEASE	NJPA Contract #041917	199-71-6512-00-999-99	Kimberly Byers
08/22/2022	23002382	806 TECHNOLOGIES INC.	$53,150.00	Plan4Learning/Title 1 Crate 22-223 Maint Renewal	Buyboard Approved Vendor	199-53-6248-38-864-99	Jennifer Bakley
08/05/2022	23001542	PROFESSIONAL TUTORS OF AMERICA INC	$50,000.00	Tutoring FY2022-2023 Goal 1.9.1 RFP19-15	RFP19-15	199-11-6299-46-690-24	Sopia Olivarez
08/11/2022	23001814	TEXAS TECH HEALTH SCIENCES CTR	$50,000.00	**LONG TERM PO- TTU PRINCIPAL FELLOWS FALL 2022**	RFP #22-03	255-13-6221-00-850-24-25922	Sarah Harrison
08/26/2022	23002767	RODRIGUEZ DRYWALL & PAINT CO	$50,000.00	REPLACING PO #22014348_S.H. Summer Painting	RFP #22-38 ECISD Awarded Vendor	199-51-6299-00-965-99	Diana Ornelas
08/26/2022	23002768	RODRIGUEZ DRYWALL & PAINT CO	$50,000.00	REPLACING PO #22014349.Burleson Summer Painting	RFP #122-38 ECISD Awarded Vendor	199-51-6299-00-965-99	Diana Ornelas

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources

RE: Routine Personnel Report for August 2021

DATE: 8/31/2021

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
BRIDGITT ALLEN	THIRD GRADE (REG)	BLACKSHEAR ELEM SCHOOL	8/4/2021
JENNIFER ALVA	KINDER (REG)	BURNET ELEMENTARY	8/4/2021
NATIVIDAD ANDRADE	FOURTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/4/2021
ROMELIA ANDRADE	FIFTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
LISSETTE ANTILLON	SECOND GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
YESSICA ARANDA	FIRST GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
HANNAH ARMSTRONG	FIRST GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
ALMA BAEZA	KINDER (REG)	GONZALES ELEM SCHOOL	8/4/2021
ANA BAEZA	SECOND GRADE (REG)	WEST ELEMENTARY SCHOOL	8/4/2021
ALENDA BATTREALL	THIRD GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
NEREIDA BENAVIDEZ	FOURTH GRADE (REG)	BLACKSHEAR ELEM SCHOOL	8/4/2021
REBECCA BUGG	FIFTH GRADE (REG)	DOWLING ELEM SCHOOL	8/4/2021
ALEXIA CAMPOS	FOURTH GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
MARIA CAMPOS	FIRST GRADE (REG)	BURLESON ELEM SCHOOL	8/4/2021
AARON CARRILLO	KINDER (REG)	CAVAZOS ELEM SCHOOL	8/4/2021
CATHERINE CARUSO	ELEM - MULTI CLASSROOM TEACHR	BURNET ELEMENTARY	8/4/2021
CASHMERE CATES	FOURTH GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
HANNAH CHAVEZ	FOURTH GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
SAVANNAH COLEY	FOURTH GRADE (REG)	SAN JACINTO ELEM SCHOOL	8/4/2021
PAULINA CONTRERAS	MULTI GRD(REG) 4-5	AUSTIN ELEMENTARY SCHOOL	8/4/2021
TAYLOR COPPEDGE	THIRD GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
JAVIER CORTEZ	FIFTH GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/4/2021
LETICIA COVARRUBIAS	SECOND GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
CLARISE CRISOSTOMO	FIRST GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
SOFIA CROUCH	PRE-K (REG)	CARVER EARLY EDUC CENTER	8/4/2021
BETTY DALRYMPLE GARCIA	ELM SPED-SPECIALIZED CLASSROOM	LAMAR EARLY EDUC CENTER	8/4/2021
KAYLEA DANCER	KINDER (REG)	DOWLING ELEM SCHOOL	8/4/2021
SARAH DELANO	KINDER (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
BRITTANY DESANTIAGO	SECOND GRADE (REG)	BURNET ELEMENTARY	8/4/2021
AISHA DIXON	ELEM SPED-LD-CM-RESOURCE	JOHNSON ELEM SCHOOL	8/4/2021
MIREN ECHALECU LOPEZ	FIRST BILINGUAL	CAMERON ELEM SCHOOL	8/4/2021
AILEC ESCONTRIAS	FIRST GRADE (REG)	BURNET ELEMENTARY	8/4/2021
AARON ESPINOZA	ELM-P E	CAVAZOS ELEM SCHOOL	8/4/2021
ELISA ESTEVE PALOP	FIRST BILINGUAL	JOHNSON ELEM SCHOOL	8/4/2021
JESSICA ESTRADA	PRE-K (REG)	LAMAR EARLY EDUC CENTER	8/4/2021
MICHELLE ESTRADA	FOURTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
OLAJUMOKE FALOMO	KINDER (REG)	BURNET ELEMENTARY	8/4/2021
DEAN FEIL	FIFTH GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
GRETNA FLORES	FIRST GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
MAYRA FRANCO	FOURTH GRADE (REG)	WEST ELEMENTARY SCHOOL	8/4/2021
SYLVIA FUENTEZ	FIRST GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
MADISON GERIG	THIRD GRADE (REG)	JOHNSON ELEM SCHOOL	8/4/2021
MELODY GONZALES	THIRD GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
BETHANY GRISHAM	SECOND GRADE (REG)	SAN JACINTO ELEM SCHOOL	8/4/2021
ELIZABETH GUERRA	FIFTH GRADE (REG)	HAYS ELEMENTARY SCHOOL	8/4/2021

SARA GUTIERREZ	FIFTH GRADE (REG)	BLACKSHEAR ELEM SCHOOL	8/4/2021
SARAH HAWKINS	SECOND GRADE (REG)	BLANTON ELEM SCHOOL	8/4/2021
KENNEDI HERNANDEZ	SECOND GRADE (REG)	BURNET ELEMENTARY	8/4/2021
HEATHER HUMPHREYS	KINDER (REG)	IRELAND ELEM SCHOOL	8/4/2021
INGRID HERNANDEZ MERCADO	KINDER-(BIL)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
SANDRA JAUREGUI DIAZ	FIRST GRADE (REG)	GONZALES ELEM SCHOOL	8/4/2021
ALEJANDRO JIMENEZ	ELEM-MUSIC	SAM HOUSTON ELEM SCHOOL	8/4/2021
SUSAN JIMENEZ	ELEM-SUZUKI VIOLIN	MILAM ELEMENTARY SCHOOL	8/4/2021
BRITTANY LOONEY	FIRST GRADE (REG)	REAGAN MAGNET SCHOOL	8/4/2021
ESTEVAN LOPEZ	SECOND GRADE (REG)	GOLIAD ELEMENTARY SCHOOL	8/4/2021
MONIQUE LOPEZ	KINDER (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
ENEDINA LOZANO	THIRD GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
CARMEN LUJAN	FIRST GRADE (REG)	IRELAND ELEM SCHOOL	8/4/2021
GABRIELA LUNA	KINDER (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
VALERIA MARTINEZ	KINDER (REG)	GONZALES ELEM SCHOOL	8/4/2021
PHILLIP MARQUEZ	FOURTH GRADE (REG)	WEST ELEMENTARY SCHOOL	8/4/2021
KAREN MC NERNEY DEL RIO	KINDER-(BIL)	WEST ELEMENTARY SCHOOL	8/4/2021
NANCY MENDOZA	FOURTH GRADE (REG)	JOHNSON ELEM SCHOOL	8/4/2021
YANELY MENDOZA	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/4/2021
TRICIA MORGAN	INSTRUCTIONAL COACH	JORDAN ELEMENTARY SCHOOL	8/4/2021
LAURA MERONO COELLO	FIRST-BILINGUAL	MILAM ELEMENTARY SCHOOL	8/4/2021
CRYSTAL MINEO	FIFTH GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/4/2021
JORGE MOLINAR	FIFTH GRADE (REG)	BUICE ELEMENTARY SCHOOL	8/4/2021
MARIA MURILLO ILLERA	PRE K BIL	HAYS ELEMENTARY SCHOOL	8/10/2021
HORACIO MUNOZ	FIRST GRADE (REG)	CAVAZOS ELEM SCHOOL	8/4/2021
KARI MUNOZ	ELM SPED-SPECIALIZED CLASSROOM	JORDAN ELEMENTARY SCHOOL	8/4/2021
KRYSTAL MUNOZ	ELEM-MUSIC	BURNET ELEMENTARY	8/4/2021
SANDRA MUNOZ	FOURTH-BILINGUAL	FLY ELEMENTARY SCHOOL	8/4/2021
HELENA NAVARRETE	THIRD GRADE (REG)	DOWLING ELEM SCHOOL	8/4/2021
HAYLIE PEGELOW	KINDER (REG)	BLANTON ELEM SCHOOL	8/4/2021
BIANCA PORRAS	THIRD GRADE (REG)	IRELAND ELEM SCHOOL	8/4/2021
CONRADO RAMIREZ	PRE-K (REG)	HAYS ELEMENTARY SCHOOL	8/4/2021
YUREIMA RAMIREZ	THIRD GRADE (REG)	GONZALES ELEM SCHOOL	8/4/2021
SHAVEDRIA RAY	SECOND GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
KERI RAMIREZ	THIRD GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
KRYSTEN RENTERIA	FIFTH GRADE (REG)	DOWLING ELEM SCHOOL	8/4/2021
PATSY REY SANCHEZ	FOURTH GRADE (REG)	GONZALES ELEM SCHOOL	8/4/2021
IRMA RIZO	FOURTH GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/30/2021
ERICA RODRIGUEZ	THIRD GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
LAUREN RODRIGUEZ	ELM-P E	NOEL ELEMENTARY SCHOOL	8/4/2021
SARAH RODRIQUEZ	FIRST GRADE (REG)	HAYS ELEMENTARY SCHOOL	8/4/2021
ANGELICA RUIZ	ELEM - MULTI CLASSROOM TEACHR	BURNET ELEMENTARY	8/4/2021
CLAUDIA MARGARITA RUIZ ARVIZU	KINDER-(BIL)	WEST ELEMENTARY SCHOOL	8/4/2021
MALLORY SANCHEZ	FIRST GRADE (REG)	GALE POND ALAMO ELEM SCHOOL	8/4/2021
REBECA SANCHEZ	THIRD-BILINGUAL	GOLIAD ELEMENTARY SCHOOL	8/4/2021
DORA SARPONG	KINDER (REG)	BLACKSHEAR ELEM SCHOOL	8/4/2021
MARIA SEGURA	FOURTH GRADE (REG)	NOEL ELEMENTARY SCHOOL	8/4/2021
LINDSEY SELF	SECOND GRADE (REG)	BURLESON ELEM SCHOOL	8/4/2021
VERENICE SEVILLA	FIRST GRADE (REG)	BURNET ELEMENTARY	8/4/2021
REBECCA SIMMONS	PRE-K (REG)	ZAVALA ELEMENTARY SCHOOL	8/4/2021
RICHELLE SMITH	FOURTH GRADE (REG)	SAM HOUSTON ELEM SCHOOL	8/4/2021
HOLLY SOUZEY	SECOND GRADE (REG)	BURNET ELEMENTARY	8/4/2021
JANIE STEELE	MEDIA SPECIALST ELEM	BLANTON ELEM SCHOOL	8/4/2021
STEPHEN STONER	ELM-P E	BURNET ELEMENTARY	8/4/2021
LESLIE STRANGE	FIRST GRADE (REG)	DOWLING ELEM SCHOOL	8/4/2021
MICHAEL TARANGO	FIFTH GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
BAILEY TEMPLE	FOURTH GRADE (REG)	MILAM ELEMENTARY SCHOOL	8/4/2021
LAUREN TIFT	MULTI GRD(REG) 1-2-3	AUSTIN ELEMENTARY SCHOOL	8/4/2021
NATHAN TODD	ELM-P E	CARVER EARLY EDUC CENTER	8/4/2021
VANITY TRUJILLO	FIFTH GRADE (REG)	FLY ELEMENTARY SCHOOL	8/4/2021
ASHLEY TSCHAUNER	KINDER (REG)	REAGAN MAGNET SCHOOL	8/4/2021
GUADALUPE VILLARREAL	FIFTH GRADE (REG)	BURNET ELEMENTARY	8/4/2021
SHELLY WALKER	FOURTH GRADE (REG)	JOHNSON ELEM SCHOOL	8/4/2021

CAILIN WEBSTER	PRE-K (REG)	BLANTON ELEM SCHOOL	8/4/2021
CHARLES WESTBROOKS	ELM-P E	BURLESON ELEM SCHOOL	8/4/2021
BETHANY WILDER	ELEM-SUZUKI VIOLIN	MILAM ELEMENTARY SCHOOL	8/4/2021
MACI WILLIAMS	FIRST GRADE (REG)	JORDAN ELEMENTARY SCHOOL	8/4/2021
CINNAMON WOODY	THIRD GRADE (REG)	JOHNSON ELEM SCHOOL	8/4/2021
KATHELEEN YANCY	FOURTH GRADE (REG)	IRELAND ELEM SCHOOL	8/4/2021
MARIA ZAVALA	KINDER (REG)	E K DOWNING ELEMENTARY SCHOOL	8/4/2021
MARCIA GAMA	ELEM SPED-LD-CM-RESOURCE	NOEL ELEMENTARY SCHOOL	8/12/2021

Secondary Level Recommendations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
LAUREN ABBOTT	PE-COACH	NIMITZ MIDDLE SCHOOL	8/4/2021
MUHAMMET AKAR	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
LINDA-JO ALDAS	SCIENCE	BOWIE MIDDLE SCHOOL	8/4/2021
SIARA ALDERETE	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
MARQUEE ALLISON	BUSINESS EDUCATION	ODESSA HIGH SCHOOL	8/4/2021
GABRIEL ALMENDAREZ	ORCHESTRA DIR - MS	CROCKETT MIDDLE SCHOOL	8/17/2021
VANESSA ALONZO-VARELA	SOCIAL STDY-COACH	ODESSA HIGH SCHOOL	8/4/2021
BRITTANY AMBURGEY	SECONDARY SPED-SC	CROCKETT MIDDLE SCHOOL	8/4/2021
SHELLY ANDREWS	PE-COACH	BONHAM MIDDLE SCHOOL	8/4/2021
DENISE ARREDONDO	SP ED / DPT HD	BONHAM MIDDLE SCHOOL	8/4/2021
COOPER BARNETT	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
BRANDON BASS	SOCIAL STDY-COACH	BOWIE MIDDLE SCHOOL	8/4/2021
SHEILA BELL	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	8/4/2021
JASMIN BELSOM	PE-COACH	NIMITZ MIDDLE SCHOOL	8/4/2021
ROBERT BENSON	GERMAN	PERMIAN HIGH SCHOOL	8/4/2021
CHRISTOPHER BURLESON	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
INGRID BURTON	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
TIFFANI BUSS	FAMILY/CNSUM SCI	PERMIAN HIGH SCHOOL	8/4/2021
JOHN CALHOUN	SOCIAL STUDIES	ODESSA HIGH SCHOOL	8/4/2021
MARISSA CASTRO	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
KELSEY CHADWICK	SCIENCE	BONHAM MIDDLE SCHOOL	8/4/2021
GABRIEL CHAVEZ	SECONDARY- MULTI CLASSROOM LDR	BOWIE MIDDLE SCHOOL	8/4/2021
ELSA MARTINA COCKER	PE-COACH	ODESSA HIGH SCHOOL	8/4/2021
SHELBY COLLINS	SOCIAL STUDIES	ODESSA HIGH SCHOOL	8/4/2021
JOSEFINA COOPER	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	8/4/2021
MAKAYLA COOPER	MATH	BOWIE MIDDLE SCHOOL	8/4/2021
PAULA CULPEPPER	HEALTH-SCIENCE TECH	ODESSA HIGH SCHOOL	8/4/2021
KATHERYNE DAVIS	DPT HD/SCIENCE	BONHAM MIDDLE SCHOOL	8/4/2021
LEANNA DAVIS	SECONDARY SPED INC/RES	BONHAM MIDDLE SCHOOL	8/4/2021
AMELITA DE GUIA	SECONDARY SPED INC/RES	BOWIE MIDDLE SCHOOL	8/4/2021
REINA DANICA DELOS REYES	MATH	CROCKETT MIDDLE SCHOOL	8/4/2021
ALISA DEVILLIER	SCIENCE	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
JACK DOBYNS	SOCIAL STDY-COACH	ODESSA HIGH SCHOOL	8/4/2021
RUBEN DOMINGUEZ	SCIENCE	BONHAM MIDDLE SCHOOL	8/4/2021
TALASKA DOMINGUEZ	ENGLISH-COACH	PERMIAN HIGH SCHOOL	8/4/2021
DILSHOD DOSTIEV	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
MICHAEL DURAN	WELDING	ADVANCED TECHNICAL CENTER	8/4/2021
CHRISTOPHER DURAN-TOBIAS	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
MALIK EDWARDS	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	8/4/2021
MALCOM ERVIN	ART	ODESSA HIGH SCHOOL	8/4/2021
VIRJINIA ESPINOZA	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	8/4/2021
KRISHLENE MARIE FABIA	MATH	ODESSA HIGH SCHOOL	8/4/2021
JEREMY FALCH	THEATRE ARTS - HS ASST	PERMIAN HIGH SCHOOL	8/4/2021
JUSTINE FALCH	CHORAL DIR- ASST MS	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021

HILDA GALINDO	SCIENCE	CROCKETT MIDDLE SCHOOL	8/4/2021
DANIELLA GARCIA	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	8/4/2021
MARK GIBSON	SOCIAL STUDIES	BOWIE MIDDLE SCHOOL	8/4/2021
HEATHER GOMEZ	ENGLISH/LANGUAGE ARTS/READING	CROCKETT MIDDLE SCHOOL	8/4/2021
ANTONIO GONZALEZ	SCIENCE-COACH	ODESSA HIGH SCHOOL	8/4/2021
RUBEN GUEVARA	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
MARIA GUTIERREZ	SECONDARY SPED-SC	ODESSA HIGH SCHOOL	8/4/2021
CANDI HERNANDEZ	PE-COACH	PERMIAN HIGH SCHOOL	8/4/2021
CYNTHIA HIDALGO	MATH	ODESSA HIGH SCHOOL	8/4/2021
JAKE HIGGS	PE-COACH	PERMIAN HIGH SCHOOL	8/4/2021
MIA HIGNOJOS	SPED/COACH	ODESSA HIGH SCHOOL	8/4/2021
JOSEPH HILLIARD	BIM TEACHER/COACH	PERMIAN HIGH SCHOOL	8/4/2021
STAN HODGES	PE-COACH	PERMIAN HIGH SCHOOL	8/4/2021
JAMES HOLDER	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
NICHOLE JACKSON	SCIENCE	ODESSA HIGH SCHOOL	8/4/2021
JAMES JENNINGS	AUTO MECHANICS	ADVANCED TECHNICAL CENTER	8/4/2021
JESSICA JIMINEZ UTAJARA	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL	8/4/2021
D'ANTAE JOHNSON	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL	8/4/2021
SHELLEY JONES	ENGLISH/LANGUAGE ARTS/READING	BOWIE MIDDLE SCHOOL	8/4/2021
ASHLEA KING	SOCIAL STUDIES	NIMITZ MIDDLE SCHOOL	8/4/2021
RACHAEL KLEIN	CHORAL DIR- ASST MS	CROCKETT MIDDLE SCHOOL	8/4/2021
JERRY LANE	SCIENCE	PERMIAN HIGH SCHOOL	8/4/2021
SAVANNAH LINNEY	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
SISTEN LIPSEY	SOCIAL STUDIES	ODESSA HIGH SCHOOL	8/4/2021
MADISON LOEWEN	DANCE	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
DANIEL LUNA III	AUTO BODY	ADVANCED TECHNICAL CENTER	8/16/2021
GERALD MABELE	SCIENCE	PERMIAN HIGH SCHOOL	8/4/2021
FABBY MADRID	MATH	BOWIE MIDDLE SCHOOL	8/4/2021
KATHRYN MAKUTA	MATH	BOWIE MIDDLE SCHOOL	8/4/2021
JESUS MARTINEZ	PHYSICAL ED	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
KATIE MATA	ENGLISH/LANGUAGE ARTS/READING	NIMITZ MIDDLE SCHOOL	8/4/2021
MARIA MATEUS	HIGH SCHOOL ENGINEERING	ODESSA HIGH SCHOOL	8/4/2021
BRIA MAXEY	AVID TEACH-SECONDARY	CROCKETT MIDDLE SCHOOL	8/4/2021
TEVIN MCCASTER	AVID/COACH	ODESSA HIGH SCHOOL	8/4/2021
MARCUS MCGLOWN	SOCIAL STDY-COACH	PERMIAN HIGH SCHOOL	8/4/2021
MICHAEL MCGUIRE	ESL/READING	BONHAM MIDDLE SCHOOL	8/16/2021
SABRINA MEJRIC	ART	ODESSA HIGH SCHOOL	8/4/2021
TENESIA MELENDEZ	SCIENCE-COACH	ODESSA HIGH SCHOOL	8/4/2021
ASHLEY MENDOZA	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
CHRISTOPHER MURRY	SP ED-COACH	ODESSA HIGH SCHOOL	8/4/2021
LINDA NAGEL	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
JEFFREY NATIVIDAD	MATH	BOWIE MIDDLE SCHOOL	8/4/2021
MONICA NAVIDAD-VERDIN	ENGLISH	PERMIAN HIGH SCHOOL	8/4/2021
BUSUYI OGUNDELE	SCIENCE	ODESSA HIGH SCHOOL	8/4/2021
BREK PAZ	BIM TEACHER/COACH	PERMIAN HIGH SCHOOL	8/4/2021
KAYLEE PAZ	SCIENCE	BONHAM MIDDLE SCHOOL	8/4/2021
CRYSTAL PUTTY	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
CARLOS RABANEDA TRAVE	MATH	BONHAM MIDDLE SCHOOL	8/4/2021
BRECKON REED	SPEECH-COACH	ODESSA HIGH SCHOOL	8/4/2021
ANDREA RILEY	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
RICO RIOS	ART	ODESSA HIGH SCHOOL	8/4/2021
ALEJANDRA ROBLES	SPANISH	PERMIAN HIGH SCHOOL	8/12/2021
MARINA SALAZAR	BUSINESS/COACH	ODESSA HIGH SCHOOL	8/4/2021
DANIEL SANDOVAL	SOCIAL STDY-COACH	CROCKETT MIDDLE SCHOOL	8/4/2021

ANNA SCHLOSSER	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
MICHAEL SCOWN	SCIENCE-COACH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
DONNA SEABROOKS	SECONDARY SPED INC/RES	BONHAM MIDDLE SCHOOL	8/4/2021
GABRIEL SMALLWOOD	HEALTH-COACH	ODESSA HIGH SCHOOL	8/4/2021
MICHELLE SORENSEN	SCIENCE	NIMITZ MIDDLE SCHOOL	8/4/2021
NATALIE STEFANIAK	WELDING	ADVANCED TECHNICAL CENTER	8/4/2021
DEVIN STRICKLIN	SOCIAL STDY-COACH	BONHAM MIDDLE SCHOOL	8/4/2021
DAKOTA STULL	ENGLISH	PERMIAN HIGH SCHOOL	8/13/2021
ASHLEY SUTTON	PE-COACH	BONHAM MIDDLE SCHOOL	8/4/2021
CHRISTIAN TOVAR	MATH	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
ANDRES VALDOVINOS JR.	SOCIAL STUDIES	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
UVALINDA VALENZUELA	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL	8/4/2021
SAMUEL VALERIO JR	SOCIAL STUDIES	PERMIAN HIGH SCHOOL	8/4/2021
COLIN VALLEY	SP ED-COACH	ODESSA HIGH SCHOOL	8/4/2021
ROSIE VARELA	ENGLISH/LANGUAGE ARTS/READING	WILSON & YOUNG MIDDLE SCHOOL	8/9/2021
DEVON VASQUEZ	SCIENCE	WILSON & YOUNG MIDDLE SCHOOL	8/4/2021
VICENTE VILLA	ENGLISH	GEORGE HW BUSH NEW TECH ODESSA	8/4/2021
MATTHEW VINSON	HEALTH-COACH	ODESSA HIGH SCHOOL	8/4/2021
CHRISTI WATSON	SECONDARY- MULTI CLASSROOM LDR	PERMIAN HIGH SCHOOL	8/4/2021
JEFFREY WEBB	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
MEGAN WEBB	ENGLISH	ODESSA HIGH SCHOOL	8/17/2021
CLAYTON WILLMAN	SP ED-COACH	PERMIAN HIGH SCHOOL	8/4/2021
YVONNE WOOD	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021
KADESHA WRIGHT	ENGLISH/LANGUAGE ARTS/READING	ODESSA HIGH SCHOOL	8/4/2021
JUSTIN YOUNG	WELDING	ADVANCED TECHNICAL CENTER	8/4/2021
SHI YU	MATH	ODESSA HIGH SCHOOL	8/4/2021
SARA ZUNIGA	ENGLISH/LANGUAGE ARTS/READING	BONHAM MIDDLE SCHOOL	8/4/2021

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT	EFFECTIVE DATE
JALISIA CONEY	SOCIAL WORKER	STUDENT ASSISTANCE SERVICES	8/5/2021
ROSA CRUZ	PRINCIPAL, ELEM	BURLESON ELEM SCHOOL	8/4/2021
GINA EATON	ASST PRINCIPAL, MS	BOWIE MIDDLE SCHOOL	8/2/2021
LAURA GURLEY	SPEECH PATH-ASST	SPECIAL EDUCATION	8/4/2021
CYNTHIA HERMOSILLO	COUNSELOR, EEC	CARVER EARLY EDUC CENTER	8/2/2021
DAWN MILLER	DIR OF ADMINISTRATIVE SERVICES	SECONDARY LEADERSHIP	8/9/2021
NANCY NISH	COUNSELOR, ELEM	ECTOR MIDDLE SCHOOL	8/2/2021
VANESSA RICHARDSON	COORDINATOR, BLENDED LEARNING	INFORMATION TECHNOLOGY	8/9/2021
HOWARD ROBERTSON	MIDDLE SCHOOL DEAN OF STUDENTS	BONHAM MIDDLE SCHOOL	8/9/2021
KELLEE THORPE	SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/4/2021
BETHANY VIZENA	DIETITIAN	FOOD SERVICES	8/2/2021
VANESSA ZOELZER	SPEECH PATHOLOGIST	SPECIAL EDUCATION	8/4/2021

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
ANNE ADAMS	KINDER (REG)	JOHNSON ELEM SCHOOL	8/17/2021
AILEC ESCONTRIAS	FIRST GRADE (REG)	BURNET ELEMENTARY	8/12/2021

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
VICENTE VILLA	ENGLISH LEARNING AND READING	NEW TECH ODESSA	8/17/2021
COOPER BARNETT	ENGLISH LEARNING AND READING	BONHAM MIDDLE SCHOOL	8/24/2021
IGNACIO DE SAINT-GERMAIN	MATH	BONHAM MIDDLE SCHOOL	8/17/2021

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS	EFFECTIVE DATE
HOSSEIN HOSSEINI	SPECIALIST, EDUCATIONAL DATA	ASSMT, RESEARCH, PRGM REV	8/31/2021
NANCY NISH	COUNSLR-SEC-REG	ECTOR MIDDLE SCHOOL	8/19/2021
SANDRA RODRIGUEZ	COORDINATOR, ESL	BILINGUAL EDUCATION	8/31/2021
DONNA ZIRIAX	DIRECTOR, BENEFITS/RISK MNG	BENEFITS/RISK MANAGEMENT	8/31/2021