

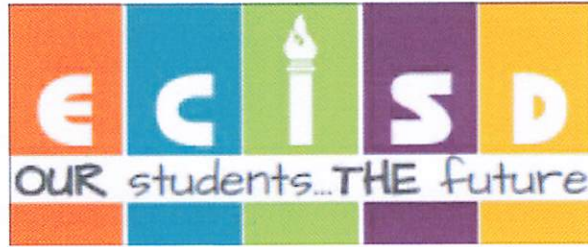
Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held September 12, 2023, 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. Opening Remarks by Superintendent
4. Public Comment
5. Board Policy
 - A. Discussion of Revisions to TASB Local Policy Update 121: DEA (LOCAL): Compensation and Benefits: Compensation Plan 2
6. Report/Discussion Items
 - A. Report and Discussion of STAAR and End of Course Exam Data 8
 - B. Discussion of 2023-2024 ECISD Campus Improvement Plans 9
7. 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.)
Deliberation Regarding Real Property - Section 551.072 of the Texas Government Code [Board will deliberate the purchase, exchange, lease, or value of real property.] (The Board of Trustees will discuss the purchase of real property.)
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.]
 - A. Possible Action on Superintendent's Contract 794
8. Closing Remarks by Superintendent
9. Adjournment



DISCUSSION OF REVISIONS TO TASB LOCAL POLICY UPDATE 121: DEA(LOCAL) – COMPENSATION AND BENEFITS: COMPENSATION PLAN

DEA (LOCAL) Compensation and Benefits: Compensation Plan

The Administration requests Board approval of TASB Local Policy Update 121 revisions: DEA(LOCAL) – Compensation and Benefits: Compensation Plan. Update 121 included revisions to legal policies based on legislative and regulatory changes. TASB recommends routine revisions to DEA(LOCAL) to provide further clarification and minimize redundancy.

COMPENSATION AND BENEFITS
COMPENSATION PLAN

DEA
(LOCAL)

Additional Update 121 Revisions (Revised 9/1/23)

The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA] The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]

Pay Administration

The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The ~~Superintendent or designee shall classify~~ **classification of** each job title within the compensation plan **shall be** based on the qualifications, duties, and market value of the position.

Annualized Salary

The District shall pay all salaried employees over 12 months in equal monthly or ~~bimonthly~~ **semi-monthly** installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.

Pay Increases

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. ~~The Superintendent or designee shall determine~~ **Any** pay adjustments for individual employees, **shall be determined** within the approved budget following established procedures.

~~Mid-Year~~ **Midyear**
Pay Increases

Contract
Employees

A contract employee's pay may be increased after performance on the contract has begun only if authorized by the compensation plan of the District or there is a change in the employee's job assignment or duties during the term of the contract that warrants additional compensation. Any such changes in pay that do not conform with the compensation plan shall require Board approval. [See DEA(LEGAL) for provisions on pay increases and public hearing requirements].]

Noncontract
Employees

The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the employee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

Pay During Closing

During any emergency closure for which the workdays are not scheduled to be made up at a later date, the continued payment of employees for their regular duty shall be authorized by Board resolution. The resolution shall reflect the purpose served by the expenditure.

COMPENSATION AND BENEFITS
COMPENSATION PLAN

DEA
(LOCAL)

A resolution may be adopted to address a specific closure or to cover payment during any closure that occurs during the effective period of the resolution, if any, or until Board action is taken to rescind the resolution.

~~During an emergency closure, all employees shall continue to be paid for their regular duty schedule unless otherwise provided by Board action.~~ [See EB for the authority to close schools.]

Board Resolution

The Board shall adopt a resolution or take other Board action establishing the purpose and parameters for ~~"Pay During Closing"~~ pay during closing.

Premium Pay
During Disasters

Nonexempt employees who are required to work during an emergency closing for a disaster, as declared by a federal, state, or local official or the Board, shall be paid premium pay, defined as pay at a rate of one and one-half times an employee's regular rate of pay for all hours worked up to 40 hours per week.

Overtime for time worked over 40 hours in a week shall be calculated and paid according to law. [See DEAB] The Superintendent ~~or designee~~ shall approve payments and ensure that accurate time records are kept of actual hours worked during emergency closings.



Update 121

Local Policy Overview

DEA(LOCAL)

COMPENSATION AND BENEFITS: COMPENSATION PLAN

- TASB has recommended replacing *bimonthly* pay with a more specific, widely used *semi-monthly* to prevent confusion about pay frequency.

Annualized Salary

The District shall pay all salaried employees over 12 months in equal monthly or ~~bimonthly~~semi-monthly installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.

DEA(LOCAL)

COMPENSATION AND BENEFITS: COMPENSATION PLAN

- The policy style and the circumstances under which certain employees will receive premium pay during an emergency closing for a disaster are being revised.

Pay During Closing

During any emergency closure for which the workdays are not scheduled to be made up at a later date, the continued payment of employees for their regular duty shall be authorized by Board resolution. The resolution shall reflect the purpose served by the expenditure.

A resolution may be adopted to address a specific closure or to cover payment during any closure that occurs during the effective period of the resolution, if any, or until Board action is taken to rescind the resolution.

~~During an emergency closure, all employees shall continue to be paid for their regular duty schedule unless otherwise provided by Board action.~~ [See EB for the authority to close schools.]



REPORT AND DISCUSSION OF STAAR AND END OF COURSE EXAM DATA

District STAAR 3-8 and End of Course (EOC) exam data will be shared and discussed. This report to the Board will include both district and state data.



DISCUSSION OF THE 2023-2024 ECISD CAMPUS IMPROVEMENT PLANS

Presentation and discussion of the 2023-2024 Campus Improvement Plans (CIP) led by Executive Director of Leadership Erin Bueno. The process for CIP development will be explained and principals will share goals and strategies within their schools' CIPs. 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).

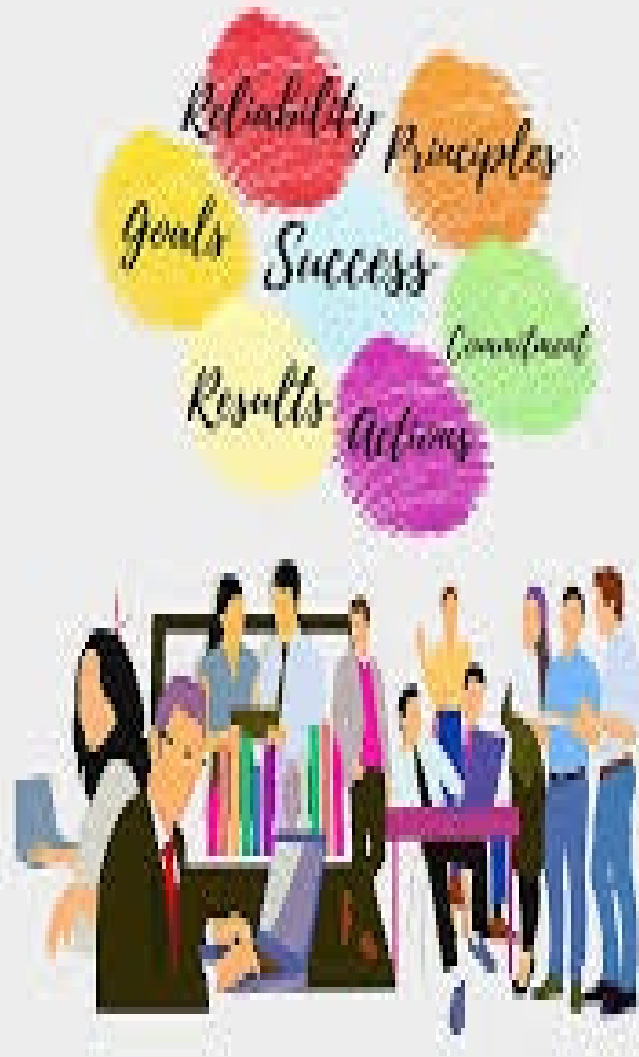
ECISD Campus Improvement Plans



2023-2024

September 12, 2023

What is a Campus Improvement Plan?



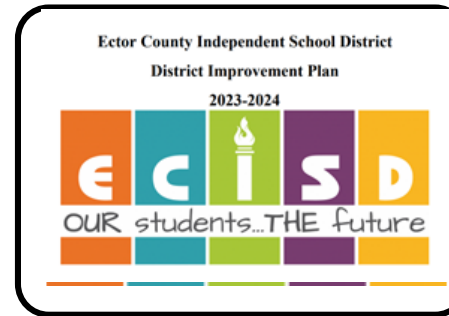
Campus Improvement Planning Process



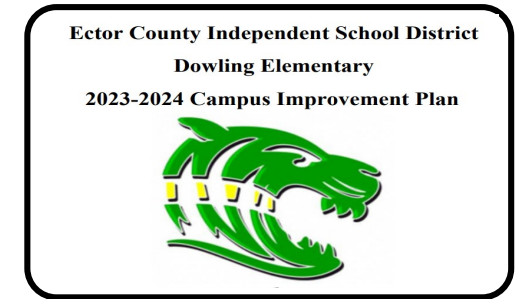
Vision



Strategic Plan



District Improvement Plan



Campus Improvement Plan

Campus Improvement Plans



- ❖ Graduation Rates
- ❖ Promotion/retention rates
- ❖ SAT/ACT data
- ❖ Mobility rates
- ❖ STAAR
- ❖ MAP
- ❖ Discipline referrals

- ❖ Teacher Retention
- ❖ CCMR
- ❖ Teacher retention
- ❖ Expulsion/Suspension records
- ❖ Panorama Survey
- ❖ Attendance Rates
- ❖ Istation data
- ❖ TELPAS data

Campus Improvement Plans



Problem Statement : Lack of quality Tier 1 instruction resulted in poor student performance of all sub populations in all core areas.

Root Cause: Lack of quality lesson planning with appropriate levels of rigor.

Campus Improvement Plans



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.

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

Campus Improvement Plans



Campus Example

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 : The percentage of Hays Scholars K -5 achieving or exceeding their Reading RIT goal will increase from 54% to 65% by May of 2024.

Campus Improvement Plans



Strategy 1: 100% of scholars will utilize My Math Academy, i-Ready, and Do the Math to differentiate students needs during small group instruction.

Strategy 2: Teachers will disaggregate data from formal and informal assessments to identify and reteach low performing TEKS.

Strategy 3: Backward planning will be used to ensure high rigor is taught in every subject K -5.

Campus Improvement Plans



Fallon Mclane
San Jacinto Elementary



Amy Russell
Bowie Middle School



Anthony Garcia
Odessa High School

San Jacinto Elementary

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

At San Jacinto Elementary, the percentage of 3rd grade students reading at or above grade level will increase from 47% to 60% by May 2024.

Strategies

- The school's K-2 reading MCL will provide continuous campus embedded support for K-2 teachers in the fundamental aspects of reading and writing.
- All 3rd grade teachers will follow data protocols to help identify and close student gaps.
- Students will be strategically placed in tutoring groups and lead by highly effective teachers.

Bowie Middle School



Board Goal 1

The percentage of students achieving or exceeding the meets standard on state assessments will increase from 31% to 60% by May 2024 across all tested content areas.

Performance Objective

Student overall achievement on (6th -8th) math STAAR will increase from 29% to 60%.

Strategies

- Multi Classroom Leaders (MCLs) will work with teachers daily in their Professional Learning Communities (PLCs) to ensure quality planning is occurring.
- The leadership team is strategically structured to facilitate and support the content area in need.
- Various data protocols will be implemented by students, teachers, and administrators to ensure student growth.

Odessa High School



Board Goal 3

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

Performance Objective 1

Through foundational excellence, talent development and the learning journey, the percentage of OHS graduates considered College, Career or Military Ready will increase from 61% to 88% by May 2024.

Strategies

- Assistant principals and counselors will periodically review transcripts to ensure students are on track to fulfill the CCMR accountability requirements.
- Collaborated with Odessa College to obtain high quality Texas Success Initiative tutorial resources, which encompass senior level English & math courses, to boost student performance.
- CCMR Task Force will meet bi-weekly to focus on specific campus needs by utilizing a CCMR Tracker to monitor progress.

Next Steps

- ☐ Board approval
- ☐ Online Posting
- ☐ Implementation
- ☐ Formative Reviews

Feedback and Questions



Ector County Independent School District
Gale Pond Alamo Elementary
2023-2024 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 the end of the 2023-2024 school year, the percentage of our students tested on MAP who meet or exceed their yearly growth projection in math will grow from 68% to 75%.

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 MAP - Baseline data, MOY MAP - Benchmark, EOY MAP - Goal Achievement

Strategy 1 Details	Reviews			
Strategy 1: We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data. Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach. 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 Funding Sources: - Title One School-wide - \$80,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring. Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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 2023-2024 school year, the percentage of our students tested on MAP who meet or exceed their yearly growth projection in math will grow from 56% to 65%.

- 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 MAP - Baseline data, MOY MAP - Benchmark, EOY MAP - Goal Achievement

Strategy 1 Details	Reviews			
Strategy 1: We will monitor data weekly during Professional Learning Communities. Data to include Istation monthly progress monitoring, short cycle assessments, district benchmarks, and MAP data. Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach. 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 - Results Driven Accountability Funding Sources: Instructional Coach - Title One School-wide - \$80,000, Dyslexia Specialist - State Comp Ed - \$80,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring. Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV 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 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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 2023-2024 school year, our meets percentage in STAAR Math will increase from 60% to 65%.

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

Evaluation Data Sources: STAAR Interim Assessments

Strategy 1 Details		Reviews			
Strategy 1: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring. Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
 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 2023-2024 school year, our meets percentage in STAAR Reading will increase from 61% to 65%.

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

Evaluation Data Sources: STAAR Interim Assessments

Strategy 1 Details		Reviews			
Strategy 1: Based on evaluation of need, students in grades 3-5 will be enrolled in high impact tutoring with FEV tutoring. Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
 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 2023-2024 school year, the number of students testing at or above grade level on their end of the year Istation assessment will go from 60% to 70%.

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: Monthly monitoring and dis-aggregation of Istation assessments.

Strategy 1 Details	Reviews			
Strategy 1: Following monthly Istation assessment, K-2 reading teachers will meet with our Instructional Coach and the Admin team to look at skills reports to identify groupings and instruction for students based on areas of need. Strategy's Expected Result/Impact: Identify high areas of impact for learners and build individualized learning plans for students. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide Istation training to the teachers to help them better understand the resource and the tools available. Strategy's Expected Result/Impact: Teachers can dig into Istation at a deeper level and understand how to run	Formative			Summative
	Oct	Jan	Mar	May

reports and evaluate and use data to improve the scores of students. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers 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 4: High-Quality Instructional Materials and Assessments, 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 2023-2024 school year, the percentage of our K-2 students tested on MAP who meet or exceed their yearly growth projection in math will grow from 54% 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%

Evaluation Data Sources: BOY MAP - Baseline data, MOY MAP - Benchmark, EOY MAP - Goal Achievement

Strategy 1 Details	Reviews			
Strategy 1: K-2 teachers will use Saxon phonics daily to address foundational skills. Strategy's Expected Result/Impact: Teachers will provide high quality instruction to address foundational skills. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data. Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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 2023-2024 school year, the percentage of our 3rd grade students tested on MAP who meet or exceed their yearly growth projection in math will grow from 61% to 70%.

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: BOY MAP - Baseline data, MOY MAP - Benchmark, EOY MAP - Goal Achievement

Strategy 1 Details	Reviews			
Strategy 1: We will monitor data weekly during Professional Learning Communities. Data to include short cycle assessments, district benchmarks, and MAP data. Strategy's Expected Result/Impact: Evaluation of data creates a solid model for backward planning and reteach. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Based on evaluation of need, students in 3rd grade will be enrolled in high impact tutoring with FEV tutoring. Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment.	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability				
 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 2023-2024 school year, the percentage of our 3rd grade students tested STAAR score meets on their STAAR reading test will grow from 41% to 46%.

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

Evaluation Data Sources: STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Based on evaluation of need, students in grades 3 will be enrolled in high impact tutoring with FEV tutoring. Strategy's Expected Result/Impact: Students will actively participate in weekly tutoring with a one on one tutor to address areas of need based on the beginning of the year MAP assessment. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, FEV Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
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 the end of the year, our School Connectedness indicator as assessed by the student survey in Panorama will increase from 75% 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%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement the 7 mindsets curriculum with fidelity. Strategy's Expected Result/Impact: Students will have a better understanding of connectedness. Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers, Counselor Title I: 2.5, 2.6, 4.1 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Our school counselor will meet with all classes weekly and provide character ed lessons that are integrated into the 7 mindsets curriculum. Strategy's Expected Result/Impact: Students will be able to develop a deeper understanding of connectedness and develop themselves as individuals. Staff Responsible for Monitoring: Admin, Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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 Sense of Belonging indicator as assessed by the student survey in Panorama will increase from 77% 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%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: We will establish a student of the month program. Strategy's Expected Result/Impact: Students will understand develop an understanding of character and strive to exhibit high levels of morale and character. Staff Responsible for Monitoring: Admin, Counselor, Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Our campus will establish a junior VIP program. Strategy's Expected Result/Impact: Students will seek to excel in behavior to be able to participate in the junior VIP program. Staff Responsible for Monitoring: Admin, Counselor, Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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: By the end of the year 100% of our 3rd - 5th grade students will use AVID planners to support organization and learning engagement.

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: Professional Learning Communities, AVID Self Assessments

Strategy 1 Details	Reviews			
Strategy 1: Our Assistant Principal will attend monthly AVID meetings and will present relevant information to our staff in professional learning communities. Strategy's Expected Result/Impact: Teachers will increase the level or rigor of their questioning and lessons. Staff Responsible for Monitoring: Admin, Teachers 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Our campus will provide AVID planners to all 3rd - 5th students and will discuss implementation with teachers during PLCs. Strategy's Expected Result/Impact: Teachers will learn about the AVID program and the various pillars of AVID. Staff Responsible for Monitoring: Admin, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: By the end of the 2023-2024 school year our campus attendance percentage will increase from 95% to 97%.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Our campus will establish attendance incentive opportunities for students centered around the half days. Strategy's Expected Result/Impact: More students will attend school on the half days. Staff Responsible for Monitoring: Admin, Attendance Clerk ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Our campus will have parents sign the magnet contract that addresses magnet attendance and provide regular attendance notifications throughout the year. Strategy's Expected Result/Impact: Parents and students will be aware of the attendance expectations. Staff Responsible for Monitoring: Admin, Attendance Clerk, Teachers Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Austin Montessori Elementary

2023-2024 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 percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 71% 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: MAP Assessment

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
				42

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 K-5 achieving or exceeding their READING RIT goal will increase from 66% to 70%

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: The I Ready 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	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 50% of students will perform at the Meets level in 3rd-5th Math STAAR.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 of 2024, 50% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 - 2nd grade students reading on grade level will increase from 43% to 50% .

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: Istation

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten - 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Kindergarten -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	Formative			Summative
	Oct	Jan	Mar	May
 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: 57% of K-2 students will show growth on their Reading 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%, 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			
Strategy 1: Kinder - 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Kinder - 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		Formative			Summative
		Oct	Jan	Mar	May
		 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: 80% of 3rd grade students will show growth on their Reading MAP.

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			
Strategy 1: Third grade students will track their Reading 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 perform at the Meets level on their Reading STAAR 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%, 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
		 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 Austin students will utilize AVID planners to promote college readiness. by May of 2024.

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: 100% of 4th -6th grade Austin students will utilize AVID planners to improve college readiness by the end of May 2024. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	May

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 2: School Connectedness Panorama data will increase from 67% to 70%.

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: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue 60				

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: Student daily attendance will increase from 94.5% to 95%.

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: Austin Montessori students and staff will be celebrated for perfect attendance. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Austin Montessori administrator will communicate attendance goals and performance to our school community. 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	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Ector County Independent School District
Blackshear Elementary
2023-2024 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 standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 63% to 68%.

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 MOY and EOY

Monthly Istation Reports
SCA

Strategy 1 Details		Reviews			
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: Istation Monthly Reading Growth - Students meeting Istation Goals SCA at meets level MAP growth from BOY to MOY to EOY Staff Responsible for Monitoring: FTEs MCLs Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework. Strategy's Expected Result/Impact: MAP Growth BOY to MOY SCA scoring at meets level Staff Responsible for Monitoring: FTEs MCLS Principals 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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 standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 55 %.

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 MOY and EOY

Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
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: Rigor in Lessons Growth in Istation Reading Staff Responsible for Monitoring: FTEs MCLs Principals 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Growth in Istation Reading Students meeting Istation monthly Goals Staff Responsible for Monitoring: FTEs MCLs Principals 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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 standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May of 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.

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: MAP MOY and EOY

Monthly Istation Reports

SCA

Benchmarks

Strategy 1 Details	Reviews			
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: Rigor in lessons Alignment to District Framework Staff Responsible for Monitoring: MCLs FTES 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady Math for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Student Progress in Math MAP Goals Met Staff Responsible for Monitoring: MCLs FTEs 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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 standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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: MAP MOY and EOY

Monthly Istation Reports

SCA

Benchmarks

Strategy 1 Details	Reviews			
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: Understanding of TEKS Rigor in lessons Staff Responsible for Monitoring: MCLs FTEs 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Growth on Istation Reading Staff Responsible for Monitoring: MCLs FTEs 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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- 2nd grade students reading on grade level will increase from 26% to 36%.

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: MAP MOY and EOY

Monthly Istation Reports
SCA

Strategy 1 Details		Reviews			
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: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - % Staff Responsible for Monitoring: K-2 Teachers MCLs Principals 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-2 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. Staff Responsible for Monitoring: Classroom Teachers K-3MCLs Principals Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
 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: 70% of K-2 students will show growth on their READING 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%, 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 MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
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: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - % Staff Responsible for Monitoring: K-2 teachers MCLs in K-2 Principals Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs. Strategy's Expected Result/Impact: Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - % Staff Responsible for Monitoring: FTEs MCLs Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
 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: 70% of 3rd grade students will show growth on their READING 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%, 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 MOY and EOY

Monthly Istation Reports

SCA

Benchmarks

Strategy 1 Details	Reviews			
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: Implement DDI process in PLCs with Fidelity Staff Responsible for Monitoring: K-3 teachers MCLs in K-3 Principals 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-3 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Staff Responsible for Monitoring: K-3 teachers MCLs in K-3 Principals 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 35% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

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: MAP MOY and EOY

Monthly Istation Reports

SCA

Benchmarks

Strategy 1 Details	Reviews			
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: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-3 Staff Responsible for Monitoring: K-3 teachers MCLs in K-3 Principals 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-3 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. Staff Responsible for Monitoring: Classroom Teachers K-3MCLs Principals 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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 3rd-5th students will utilize Avid strategies to promote college readiness.

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: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Teacher AVID Site team Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. Strategy's Expected Result/Impact: organization rigor Staff Responsible for Monitoring: AVID site team Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				
				79

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 panorama data will increase from 72% 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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
Strategy 1: The 7 Mindsets SEL curriculum will be implemented at least 4 times a week for 15 to 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive relationships Staff Responsible for Monitoring: Teachers Counselor SEL Site Team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor. Strategy's Expected Result/Impact: Self regulation Positive Relationships among All	Formative			Summative
	Oct	Jan	Mar	May

Problem Solving Skills Staff Responsible for Monitoring: Teachers 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 3: Student daily attendance will increase from 92% to 94%.

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: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Attendance grade level liaisons will contact parents at two absences a month and document in Eduphoria on Contact form.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance liaisons will hold attendance celebrations once a month for students meeting 95% attendance. Strategy's Expected Result/Impact: 95% attendance EOY rate Staff Responsible for Monitoring: Grade level Attendance Liaisons Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
Blanton Elementary
2023-2024 Campus Improvement Plan



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 2024, 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			
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for 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, leadership TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
				84

Strategy 3 Details	Reviews			
Strategy 3: K-5 teachers will target at risk populations and utilize FEV tutoring three times per week for 30 mins each session. Students will utilize I-Ready three times per week for 20-25 minutes per group. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 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			
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for 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 teachers, campus leadership TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 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			
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 will be documented in 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				88

Strategy 3 Details	Reviews			
Strategy 3: The 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 75% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

Strategy 1 Details		Reviews			
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 will be documented 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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 1: The percentage of Kindergarten students reading at or above grade level will increase from 46% to 55% by May 2024.

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			
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, Admin, and campus Instructional Coach 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 3 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
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 2: The percentage of 1st grade students reading at or above grade level will increase from 40% to 55% by May 2024.

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			
Strategy 1: High impact tutoring for all students scoring in the Approaches level or below for a minimum of 30 minutes, 3 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
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.		Formative			Summative
		Oct	Jan	Mar	May

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - 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 35% to 45% by May 2024.

Performance Objective 3: The percentage of 2nd grade students reading at or above grade level will increase from 32% to 50% by May 2024.

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			
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and Admin 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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 4: The percentage of 3rd grade students who meet grade level will go from 48% to 65% by May 2024.

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			
Strategy 1: Grade level teachers will receive weekly training, coaching, and mentoring from campus Lead Teachers, campus Instructional Coach and Admin. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 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: 100% of 3-5 grade students will utilize AVID strategies to promote college readiness.

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			
Strategy 1: Teachers will ensure students learn organizational skills through maintaining a binder and a planner Strategy's Expected Result/Impact: Organization and two way communication with parents Staff Responsible for Monitoring: Classroom teachers, campus leadership 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 - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Blanton will redesign the AVID site team and will implement AVID strategies with teacher monitor Strategy's Expected Result/Impact: organization and rigor Staff Responsible for Monitoring: Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 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: School Connectedness panorama data will increase from 75% to 80% by May 2024

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
Strategy 1: The 7 Mindsets SEL curriculum will be implemented every morning for 20 minutes to build positive relationships among students. Strategy's Expected Result/Impact: build strong positive relationships Staff Responsible for Monitoring: teachers, counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Character ED lessons will be given once a month for 45 minutes by the counselor. Strategy's Expected Result/Impact: Counselor Staff Responsible for Monitoring: Campus leadership Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 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: Student daily attendance will increase from 93% to 95%

HB3 Board Goal

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: monthly attendance records, rewards for the grade level with the highest attendance

Strategy 1 Details	Reviews			
Strategy 1: Teachers will contact parents after the students have missed more that one consecutive day per the faculty handbook Strategy's Expected Result/Impact: better daily attendance Staff Responsible for Monitoring: teachers, campus leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance celebrations once a month for the grade level meeting 95% Strategy's Expected Result/Impact: 95% attendance rate Staff Responsible for Monitoring: teachers, campus leadership Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Ector County Independent School District

Bonham Middle School

2023-2024 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 percentage of students achieving or exceeding their Math projected MAP growth will increase from 58% to 68 % in the 2024 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. Strategy's Expected Result/Impact: Overall student performance on MAP Math assessments across 6th-8th grade will increase. Staff Responsible for Monitoring: Math Department Chair, MCLs/TRTs, Math AP, Principal Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide personalized intervention to students that are identified in super sub-group category (Economically Disadvantaged, Homeless/Foster Care/Military, SPED/504, HB4545, White and Black) to close educational gaps. Strategy's Expected Result/Impact: Subgroup student performance will indicate that students identified in the super sub group category are performing within 5% relative to other student groups. Staff Responsible for Monitoring: Principal, APs, Grade level Department Chairs, MCLs, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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 2023-2024 school year.

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: MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to analyze the MAP data to make data-informed decisions that impact instruction. Strategy's Expected Result/Impact: Overall student performance on MAP Math assessments across 6th-8th grade will increase. Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal 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 Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide personalized intervention to students that are identified in super sub-group category (Economically Disadvantaged, Homeless/Foster Care/Military, SPED/504, HB4545, White and Black) to close educational gaps. Strategy's Expected Result/Impact: Subgroup student performance will indicate that students identified in the super sub group category are performing within 5% relative to other student groups. Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
 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: Student overall achievement (6th-8th) on Math STAAR will increase from 55% to 70% by the end of 2024.

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%, 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 Math Assessement

Strategy 1 Details	Reviews			
Strategy 1: 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: Math Department Chair, MCLs/TRTs, Math AP, 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. Staff Responsible for Monitoring: Math Department Chair, MCLs/TRTs, Math AP, 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Quality Tier 1 instruction will be evident. Student engagement will be evident in all classrooms. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6, 4.1 - 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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 overall achievement (grades 6th-8th) on reading STAAR will increase from 55% to 65% by the end of 2024.

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%, 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 Reading Assessement

Strategy 1 Details		Reviews			
Strategy 1: 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: Instructional Coach, MCLs, Reading AP, 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: All teachers will receive support through coaching and accountability of best practices in Tier 1 instruction. Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, Principal 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be trained and monitored in the areas of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. Strategy's Expected Result/Impact: Student engagement will be evident in all classrooms. Student achievement will increase by 10%. Staff Responsible for Monitoring: Instructional Coach, MCLs, Reading AP, 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 35% to 65% by the end of the 2024 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

Observations

Strategy 1 Details	Reviews			
Strategy 1: Bonham Middle School 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 Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Bonham will build a team culture of diversity and acceptance through implementing House Systems based upon the Myers Briggs Personality Inventory. Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students are identified in respective Parliaments (personality traits) and overall House (four similar personality types). Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
				112

Strategy 3 Details	Reviews			
Strategy 3: 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: Deans Counselors Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 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% of Bonham students will utilize AVID interactive journals in all core subject areas to implement organizational skills, goal setting, and progress monitoring in by May 2024.

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%, 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: Evidence of interactive journals in every core classroom.

Strategy 1 Details	Reviews			
Strategy 1: 90% of Bonham students will utilize AVID interactive journals in all core subject areas to implement organizational skills, goal setting, and progress monitoring in by May 2024. Strategy's Expected Result/Impact: Students take ownership in learning and organizational skills by using the interactive journal as reference tool or study tool. Staff Responsible for Monitoring: AVID coordinator. Title I: 2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: All Bonham Middle School 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 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: Bonham will raise the attendance rate from 92% to 95% by the end of the 2024 school year.

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: Attendance rate

Strategy 1 Details	Reviews			
Strategy 1: Bonham will build a team culture of diversity and acceptance through implementing House Systems based upon the Myers Briggs Personality Inventory. Strategy's Expected Result/Impact: Overall connectedness will increase as staff and students are identified in respective Parliaments (personality traits) and overall House (four similar personality types). Parliaments and Houses will provide extra support for accountability in attendance, academic performance and progress, and behavior management. Staff Responsible for Monitoring: Deans, Counselors, Administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Student attendance will be monitored on a weekly basis and level of support will be provided to student and families to address truancy issues. Strategy's Expected Result/Impact: Attendance will increase and truancy measures addressed.	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, Deans, Attendance clerks, counselors, administration Title I: 2.5 - 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

Bowie Middle School

2023-2024 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 Math MAP will increase from 2023 53% Math (2022 49%) to District Goal of 60% MAP by May 2024.

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 2023 fall and MAP 2024 EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use 2023 Math EOY MAP data for data tracking, and update with Math 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 successes. Staff Responsible for Monitoring: Campus Admin, MCLs, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage parents in the process by setting meetings with parents at Middle of the Year Math MAP data, to set goals and talk about student progress on Math MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with Math 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 Math 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 Meeting or Exceeding individual growth projections on Reading MAP will increase from 2023 42% (40% 2022) to District Goal of 60% Reading MAP by May 2024.

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 2023 fall and MAP 2024 EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use 2023 Reading EOY MAP data for data tracking, and update with BOY MOY Reading 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, MCLs, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage parents in the process by setting meetings with parents at Middle of the Year Reading MAP data, to set goals and talk about student progress on Reading MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with Reading 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 Reading 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: Students in grade 6 through 8 (reading) will close learning gaps by showing a 24% increase in STAAR Meets in reading. We will reach 60% Meets in Reading STAAR 2024.
(2022 STAAR showed Bowie Meets 30% Reading.) (2023 STAAR preliminary show Meets 36% Reading).

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%, 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: 2024 State STAAR Accountability will show that Bowie increased 24% in each of Reading and to move to A or B status with accountability for 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Bowie has 2 Reading 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 is seeking one RA (Reach Associate to assist in 7th Reading class to assist the MCL (Multi Classroom Leader) in order to broaden the reach of her expertise. Strategy's Expected Result/Impact: Students will show increased scores on Reading SCA, MAP and 2024 STAAR accountability Staff Responsible for Monitoring: IC, MCL and admin team 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 Funding Sources: Teacher Lead Stipend for leading and coaching team (not eligible for other stipends) - Title One School-wide - \$4,000, 2 Reading MCLs, and 1 RA part of the Opportunity Culture Model - Title One School-wide - \$67,000, After School Tutoring ESSR and PD - ESSER III - \$97,000				

Strategy 2 Details	Reviews			
Strategy 2: Assistant Principal assigned to Reading content and follows the progress of Reading from Planning, PLCs, and through Data meetings and Data Response meetings. This assistant principal will 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 principal 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: 2024 STAAR results will show 60% Meets in Reading. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Professional Development for Reading (Coaching and Feedback - JobEmbedded) - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May
 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: Students in grade 6 through 8 Math will close learning gaps by showing a 31% increase in STAAR Meets in math. We will reach 60% Meets in Math. (2022 STAAR showed Bowie Meets 21% Math.) (2023 STAAR preliminary showed Bowie Meets 29% 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%, 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: 2023 State STAAR Accountability will show that Bowie increased 20% in Math to move to A or B status with accountability for 2023

Strategy 1 Details	Reviews			
Strategy 1: Bowie has two high quality Math MCLs (Multi Classroom Leads) who have earned Teacher Incentive Allotment status. 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 lead data informed instruction discussions. They conduct daily coaching and feedback cycles with their teachers. This process is valued and ongoing. Strategy's Expected Result/Impact: Students will show increased scores on Math SCA, MAP and 2023 STAAR accountability Staff Responsible for Monitoring: IC, MCL and admin team 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 Funding Sources: 2 Math MCLs (one 6th and one 7th) - Title One School-wide - \$34,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Assistant Principal and Principal assigned to Math content and follows the progress of Math from Planning, PLCs, and through Data meetings and Data Response meetings. This assistant principal will 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 principal 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: 2024 STAAR results will show 60% Meets in Math. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Professional Development for Math (Coaching and Feedback - JobEmbedded) - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May
 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 5: Bowie will grow the number of students who enroll in 8th Grade Algebra 1 with a goal of reaching 40% enrolled in Alg 1 by end of year 2026.

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: Enrollment percentage based on the number of students who successfully achieve Meets level on their 7th grade Math 2023 STAAR results.

Strategy 1 Details	Reviews			
Strategy 1: Bowie will hire and retain a highly qualified Algebra 1 teachers for school year 2023 - 2024, Strategy's Expected Result/Impact: Bowie will retain a highly qualified Algebra 1 teacher for 2023 2024 school year, with a goal of 100% of students passing Algebra 1 for 2024 STAAR. Staff Responsible for Monitoring: Principal Title I: 2.4, 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Assistant Principal assigned to Algebra content and follows the progress of Algebra 1 instruction from Planning, PLCs, and through Data meetings and Data Response meetings. This assistant principal will attend and support high quality planning and lesson planning design, and will attend each PLC at least twice weekly. The Assistant Principal will work closely with the district coordinator over Algebra 1 in planning and quality resources and support for rigorous teaching. Strategy's Expected Result/Impact: The classroom Algebra 1 teacher will feel supported and grow students to 100% passing of the STAAR 2024 test. Staff Responsible for Monitoring: Principal, Assistant Principal, District Math Coordinator Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 which will increase the number of students accepted into choice school by 5% by May 2023.

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 from 15% to 20%. (15% of our 8th graders were accepted into a choice high school in May 2023.)

Strategy 1 Details	Reviews			
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 2023 to May 2024 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Bowie AVID Site team will hold bimonthly professional development in PLCs (or after the Bell) on Open Ended Response strengthening with note-taking and annotation strategies. Strategy's Expected Result/Impact: 2024 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				130

Strategy 3 Details		Reviews			
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 2023 to May 2024 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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 32% to 50% for the 2023-2024 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: Spring 2024 survey data will show School Connectedness move from a 32% to a 50%.

Strategy 1 Details	Reviews			
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. These principals will work with their grade level to build positive relationships to improve students campus experiences. Strategy's Expected Result/Impact: Student connectedness results in fall of 2023 and spring of 2024 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 32% 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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 2023 to May 2024. 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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 132				

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 2024 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 2023 and Spring 2024 survey data will show Sense of Belonging will increase to 50% for the 2023 school year.

Strategy 1 Details		Reviews			
Strategy 1: Campus will realign the three counselors to be Grade Level Counselors so that they each work with a grade level community 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 2023 to Spring 2024 from 33% (2022 results) to 50% for the 2024 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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: 100% of Teachers will each write and post their individual teaching Vision Statements outside their classroom door and embed the vision in their classroom culture. (This is based on 2023 school PD with Hearne and Hearne, using their "why" statement and commitment in building their legacy each and every day via their personal Vision statement. 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 2023 to Spring 2024 to increase school connectedness from 33% (2022 results) to 50% for the 2024 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: School wide replacement of student desks in classrooms and library - Title One School-wide - \$75,000		Formative			Summative
		Oct	Jan	Mar	May
 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: Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2024.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Weekly attendance from Attendance Dash board and daily School Status attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: Campus will form an Attendance committee made up of Dean of Students, Grade Level APs, teachers, and work weekly on attendance, look at data, and make a plan to increase campus attendance. Strategy's Expected Result/Impact: Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2024. Staff Responsible for Monitoring: Dean of Students, Teachers, clerks, Attendance committee, Principal, SAS liaison Title I: 2.4, 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 Funding Sources: Incentive reward items for attendance - Local - \$2,500	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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	Formative			Summative
	Oct	Jan	Mar	May

growth. Strategy's Expected Result/Impact: Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2024. Staff Responsible for Monitoring: Dean of Students, Teachers, clerks, Attendance committee, Principal, SAS liason 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 2: Strategic Staffing				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Ector County Independent School District

Lee Buice Elementary

2023-2024 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: The percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 57% to 65%.

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			
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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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: The percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 51% to 60%.

High Priority

Indicators of Success:

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

Evaluation Data Sources: BOY, MOY and EOY MAP Data.

Strategy 1 Details	Reviews			
Strategy 1: Identified students (HB4545) will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency, and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation (2:45pm-3:10 pm). Strategy's Expected Result/Impact: High Yield One-on-One tutoring will show growth in Reading skills and comprehension. Staff Responsible for Monitoring: Campus Admin, Instructional Coach and Lead Teachers Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - ESSER III - \$600,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will increase scores on SCAs and MAP. Staff Responsible for Monitoring: Campus Admin, Instructional Coach and Lead Teachers Title I: 2.4, 2.5 Funding Sources: - Title One Instructional Continuity - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
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 content areas.

Performance Objective 3: By May of 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.

Indicators of Success:

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

Evaluation Data Sources: STAAR and MAP.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach. Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. Staff Responsible for Monitoring: Campus administration, Instructional Coach Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning and the DDI process. Administrators will conduct 10 walkthroughs a week to document progress in Eduphoria, Whetstone and TTESS Evaluations. Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations Staff Responsible for Monitoring: Campus administration, Instructional Coach. Title I: 2.4, 2.5	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency.	Formative			Summative
	Oct	Jan	Mar	May
 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 of 2024, 40% of students will perform at the Meets level in 3rd-5th Reading STAAR.

High Priority

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 and MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL. Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations Staff Responsible for Monitoring: Campus administration, Instructional Coach Title I: 2.4, 2.5	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
 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- 2nd grade students reading on grade level will increase from 45% 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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: MAP Scores

Strategy 1 Details	Reviews			
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, Saturday School, and FEV 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 5: Effective Instruction Funding Sources: - Title One School-wide - \$28,274	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Additional Saxon Phonics replacement kits due to increasing student enrollment. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Principal, IC, Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - Title One Instructional Continuity - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
 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% of K-2 students will show growth on their READING 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%

Evaluation Data Sources: MAP scores

Strategy 1 Details	Reviews			
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and FEV 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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
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: 65% of 3rd grade students will show growth on their READING MAP.

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			
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and FEV 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Guided reading groups will be utilized in all reading classes in order to improve student growth. Strategy's Expected Result/Impact: Students will be on grade level in reading. Staff Responsible for Monitoring: Instructional Coach, Teachers, Admin	Formative			Summative
	Oct	Jan	Mar	May
 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 perform at the MEETS level on their READING STAAR ASSESSMENT

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			
Strategy 1: Students who are struggling will participate in intervention weekly via teachers, IXL intervention, day tutors, and FEV 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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: 100% of 3rd-5th grade students will utilize Avid planners to promote college readiness.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive training and expectations for AVID binder set up and organization. Strategy's Expected Result/Impact: Walkthroughs will move to showing more students engaged and organized. Staff Responsible for Monitoring: Assistant Principal and Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The administration will conduct weekly walkthroughs to audit consistent binder usage. Strategy's Expected Result/Impact: Students will demonstrate mastery of AVID binder organizational skills and strategies. Staff Responsible for Monitoring: Assistant Principal and Teacher Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: School Connectedness panorama data will increase from 75% to 85%.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: School counselor and teachers will implement daily SEL lessons (7 Mindsets) to increase school connectedness, culture, attendance and overall student engagement. Strategy's Expected Result/Impact: Panorama Survey Results Staff Responsible for Monitoring: Counselor, Assistant Principal Title I: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Administrative leadership team will encourage parental involvement and increase PTA membership to increase school connectedness. Strategy's Expected Result/Impact: Increase school/home connections and involvement/support. Staff Responsible for Monitoring: PTA liaison, principal	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Student daily attendance will increase from 93% to 95%.

Evaluation Data Sources: Attendance

Strategy 1 Details	Reviews			
Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truanancies. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers Title I: 2.6, 4.1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. Strategy's Expected Result/Impact: Improved student attendance and academic success. Staff Responsible for Monitoring: Teachers, Staff, Administration	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Burleson Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



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 2024, 3rd-5th Grade Reading "Approaches" percentages will increase from 34% to 44% as measured by the 2024 STAAR.

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: Burleson will use district and state assessments to measure progress.

Strategy 1 Details	Reviews			
Strategy 1: The Burleson teachers analyze student data in weekly data meetings. Strategy's Expected Result/Impact: Increased student achievement in Reading and Math. Staff Responsible for Monitoring: Teachers, instructional coach, and campus 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Extra duty pay for tutors - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in-person on 100% of the staff. Strategy's Expected Result/Impact: Increased teacher support and student achievement. Staff Responsible for Monitoring: Campus 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Extra Duty Title I Tutors - Title One School-wide - \$40,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Teachers will implement on-grade level lesson plans using the District curriculum framework and resources daily. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Campus 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Extra duty pay - Title One School-wide - \$40,000		Formative			Summative
		Oct	Jan	Mar	May
 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 2024, 3rd-5th Grade Math "Approaches" percentages will increase from 22% to 33% as measured by the 2024 STAAR.

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: State and district assessments

Strategy 1 Details	Reviews			
Strategy 1: The Burleson teachers will implement state standards in their daily lesson plans based on the scope and sequence provided by the curriculum and instruction department. Strategy's Expected Result/Impact: The students will be able to demonstrate growth based on the learning standard tested in the short cycle assessment. Staff Responsible for Monitoring: Teachers, instructional coach, and campus 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Extra Duty Pay - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The Burleson teachers will engage in weekly data driven instruction based on the state and district assessments and teacher developed assessments. Strategy's Expected Result/Impact: Student growth will be demonstrated on the mastery of the state standards based on iStation/Imagine Math, NWEA MAP, and teacher developed assessments. Staff Responsible for Monitoring: Teachers, instructional 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Extra Duty Title I Tutors - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Tutors will provide individualized small group instruction during school and/or after school using district approved resources. Strategy's Expected Result/Impact: 5% increase in student achievement Staff Responsible for Monitoring: Teachers and campus administration 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutoring Services - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May
 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 in K-5th students achieving or exceeding their MATH NWEA MAP will increase from 11% to 17% will reach their individual RIT Growth scores in MAP Math.

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: NWEA MAP MATH, Short Cycle Assessments, teacher made assessments

Strategy 1 Details	Reviews			
Strategy 1: The Burleson teachers will engage in weekly data driven instruction based on the state and district assessments and teacher developed assessments. Strategy's Expected Result/Impact: Student growth will be demonstrated on the mastery of the state standards based on Imagine Math, NWEA MAP MATH, and teacher developed assessments. Staff Responsible for Monitoring: Teachers 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutorials - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Tutors will provide individualized small group instruction during school and/or after school using district approved resources. Strategy's Expected Result/Impact: 5% increase in student achievement. Staff Responsible for Monitoring: Teachers, tutors, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutoring services - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May
 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 in K-5th students achieving or exceeding their READING NWEA MAP will increase from 6% to 12% will reach their individual RIT Growth scores in MAP READING.

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: NWEA MAP READING: BOY, MOY, EOY; iStation, short cycle assessments, teacher made assessment.

Strategy 1 Details	Reviews			
Strategy 1: The Burleson teachers will implement state standards in their daily lesson plans based on the scope and sequence provided by the curriculum and instruction department. Teachers will post and cycle the learning objectives through their lesson. Strategy's Expected Result/Impact: The percentage of students to reaching high average and high on NWEA MAP READING will increase from 6% to 12%. Staff Responsible for Monitoring: Teachers, instructional coach, 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutoring - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Tutors will provide individualized small group instruction during school and/or after school using district approved resources. Strategy's Expected Result/Impact: The percentage of students to reaching high average and high on NWEA MAP READING will increase from 6% to 12%. Staff Responsible for Monitoring: Teachers, tutors, 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, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutoring - Title One School-wide - \$40,000		Formative			Summative
		Oct	Jan	Mar	May
 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 students performing on grade level in Reading in grades kindergarten through 2nd grade on NWEA MAP Reading English will increase from 9% to 15% by the end of as follows by Spring 2024.

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%, 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: We will use NWEA MAP READING (BOY, MOY, EOY), short cycle assessments, teacher developed assessments.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement on-grade level lesson plans using the district curriculum framework and resources daily. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus administrators 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Instructional Coach - Title One School-wide, Tutoring - Title One School-wide, Parent Engagement materials - Title One School-wide - \$1,752		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and in-person on 100% of the staff. Strategy's Expected Result/Impact: Increase teacher support and student achievement. Staff Responsible for Monitoring: Campus 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Extra duty pay - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will analyze student data weekly in PLC meetings. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: campus 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, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Instructional coach - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
 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 students performing on grade level in Reading in grades kindergarten through 2nd grade on NWEA MAP READING SPANISH will increase from 10% to 16% by the end of as follows by Spring 2024.

High Priority

HB3 Board Goal

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%, 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), short cycle assessments, teacher made assessments

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement on-grade level lesson plans using the district curriculum framework, Schoology resources, and honoring the Dual Language program model which includes honoring the language of the day based on the calendar provided. Strategy's Expected Result/Impact: NWEA MAP SPANISH, iStation Spanish, short cycle assessments, teacher created assessments Staff Responsible for Monitoring: Teachers, instructional coach, 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, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Interventions and tutoring - Title One School-wide - \$40,000		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze student data which includes student performance in class, reading progress on the monthly iStation assessment, and study short cycle assessments. Strategy's Expected Result/Impact: Student reading levels will increase by 10% Staff Responsible for Monitoring: Teachers, instructional coach, 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, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutorials - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May
 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 percent of 3rd grade students to show growth on their NWEA MAP READING ENGLISH will increase from 24% to 30% by the end of 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%, 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: NWEA MAP READING ENGLISH (BOY, MOY, EOY), iStation monthly assessment, short cycle assessment, teacher made assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement on-grade level lesson plans using the district curriculum framework, Schoology resources, and embedding the learning objective throughout the lesson. Strategy's Expected Result/Impact: The percent of students to show growth will increase by 6% by May 2024. Staff Responsible for Monitoring: Teachers, instructional coach, 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, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutoring - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and in-person on 100% of the staff. Strategy's Expected Result/Impact: Teachers will implement a high leverage strategy from Lead4ward once a week. 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
 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 percent of 3rd grade students to show growth on their NWEA MAP READING SPANISH will increase from 15% to 20% by the end of May 2024.

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: NWEA MAP READING SPANISH (BOY, MOY, EOY), iStation, short cycle assessments, teacher created assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement on-grade level lesson plans using the district curriculum framework, Schoology resources, and following the language (English/Spanish) of instruction from the dual language program model. Strategy's Expected Result/Impact: The percent of 3rd grade Spanish NWEA MAP Reading will increase by 5% by May 2024 Staff Responsible for Monitoring: Teachers & campus 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, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze student data which includes student performance in class, reading progress on the monthly iStation Spanish assessment, and study short cycle assessments. Strategy's Expected Result/Impact: Student growth goal on NWEA MAP SPANISH READING will increase by 5% Staff Responsible for Monitoring: Teachers 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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 3rd grade students to reach the Meets level on STAAR will increase from by 5% by Spring 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%, 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), iStation, short cycle assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement the grade level lesson provided by the curriculum department; teachers will follow the pacing calendar and will use the Schoology resources. Strategy's Expected Result/Impact: 3rd grade students will demonstrate a 5% growth at the Meets level on STAAR Staff Responsible for Monitoring: Teachers, instructional coach, administrator 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutoring - Title One School-wide - \$40,000				

Strategy 2 Details		Reviews			
Strategy 2: Teacher will analyze student data such as NWEA MAP READING performance, iStation performance, and informal data resources such as student performance in the classroom Strategy's Expected Result/Impact: 3rd grade students will demonstrate a 5% growth on their READING STAAR at the MEETS level Staff Responsible for Monitoring: Teachers 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutoring - Title One School-wide - \$40,000		Formative			Summative
		Oct	Jan	Mar	May
 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: The percentage of 3rd grade students to reach the Meets level on STAAR READING SPANISH will increase from by 5% by Spring 2024.

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: NWEA MAP SPANISH READING (BOY, MOY, EOY), short cycle assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the grade level lesson provided by the curriculum department; teachers will follow the pacing calendar, use the Schoology resources, and follow the language of instruction in the dual language model. Strategy's Expected Result/Impact: 3rd grade READING STAAR SPANISH performance will increase by 5% at the MEETS Level. Staff Responsible for Monitoring: Teachers 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Intervention and tutoring - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teacher will analyze student data such as NWEA MAP SPANISH READING performance, iStation Spanish performance, and informal data resources such as student performance in the classroom Strategy's Expected Result/Impact: Students in 3rd grade will show a 5% growth on their SPANISH MAP READING by the end of May 2024 Staff Responsible for Monitoring: Teachers 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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Intervention and tutoring - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May
 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: Students' self-efficacy will increase 48% to 60% as measured on the Panorama survey.

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%, 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

Strategy 1 Details	Reviews			
Strategy 1: Students will be celebrated and recognized for attendance, birthday recognitions, celebration of increased academic performance on iStation, NWEA MAP, mClass, and SCA. Students self-efficacy ratings will increase from 48% to 60% as measured by Panorama survey Strategy's Expected Result/Impact: Student self-efficacy will increase as students are celebrated for increased academic and attendance performance. Staff Responsible for Monitoring: Teachers, Communities in School representative, and administration. 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 - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Student incentives for academic performance and attendance. - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
 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 3rd-5th grade students will utilize AVID planners in their classrooms.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will model the expectation and ensure all students stay organized. Teacher will check planners weekly. Strategy's Expected Result/Impact: Students will see the value of staying organized. Staff Responsible for Monitoring: Teachers, admin	Formative			Summative
	Oct	Jan	Mar	May
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: Burleson's attendance will improve from 92% to 95% by the end of the 2023-2024 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%, 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: Teachers will monitor and track students who have more than three absences in a two week period. Teachers will contact families after the third absence. The Community in Schools representative will also assist in supporting student attendance by calling the families and offering assistance. An attendance tracker will also be used to monitor grade level attendance.

Strategy 1 Details	Reviews			
Strategy 1: Campus expectation will be to communicate absences to families as defined in the attendance policy. Staff will receive training on district policy and will be expected to communicate with families through School Status. Attendance incentive programs will be in place for improved attendance. Strategy's Expected Result/Impact: Attendance will be closely monitored by teachers, Community in Schools representative, clerk, and administration; teachers will contact families after three absences in a two week period. Attendance will increase from 92% to 95%. Staff Responsible for Monitoring: Attendance will be closely monitored by teachers, Community in Schools representative, clerk, and 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 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Incentives to celebrate students for perfect attendance. - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

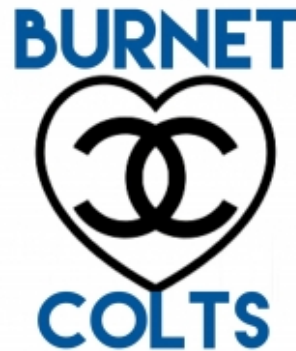
Burnet Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



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 K-5 achieving or exceeding their Reading RIT goal will increase from 68th to 78th percentile.

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 MOY and EOY

Monthly Istation Reports
SCA

Strategy 1 Details	Reviews			
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, Instructional Coach, and District Reading Coach Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be coached and implement district curriculum, instructional frameworks, and TEK training to efficiently deliver Tier One instruction and targeted small group intervention. Strategy's Expected Result/Impact: Increased student engagement and student accountability to mastery of targeted TEKS Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Oct	Jan	Mar	May
 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 K-5 achieving or exceeding their Reading RIT goal will increase from 64th to 74th percentile.

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: MAP MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
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, Instructional Coach, MCL, and District Reading Coach Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Targeted, small group intervention at all grade levels to improve reading at grade level for teachers and identified students after school and training to increase student achievement. Strategy's Expected Result/Impact: High impact tutoring growth and leveled literacy intervention increasing success in Reading Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach Teachers Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 62% of students will perform at the Meets level in 3rd-5th Math STAAR.

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%, 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 MOY and EOY

I-ready data
SCA
Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Students will receive targeted intervention in Math incorporating Do the Math and Lonsestar as well as increasing coaching for Tier One Instruction. Staff Responsible for Monitoring: Admin, Instructional Coach, and District Curriculum Support Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: DDI process to understand and implement instruction, goal setting, and increased student engagement and student accountability. Staff Responsible for Monitoring: Admin, Instructional Coach, MCL II, and district curriculum support Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
 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 of 2024, 65% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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 MOY and EOY

Monthly Istation Reports

SCA

Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be supported through T-TESS walkthrough, DDI Planning and TEK studies to understand the level of rigor to increase reading at grade level. Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach. MCL II, Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Student goal-setting, parent data talks, and small group targeted intervention incorporating the Science of Teaching Reading (K-3) and High impact tutoring. Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach. MCL II, Teachers	Formative			Summative
	Oct	Jan	Mar	May
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 Kindergarten- 2nd grade students reading on grade level will increase from 37% to 60%.

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 MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: 75% of K-2 students will show growth on their Reading MAP Assessment from 55% 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%, 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 MOY and EOY

Istation Reports

SCAs

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				
				182

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: 60% of 3rd grade students will show growth on their Reading NWEA MAP from 34% 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%, 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 MOY and EOY

Istation Reports

SCA

Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 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: Admin, Instructional Coach, and District Reading Coach, MCL II Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: K-3 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 45 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. Staff Responsible for Monitoring: Classroom Teachers, Reading Coach, Targeted Tutoring Admin Title I: 2.4	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				183

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: 60% of 3rd grade students will perform at the Meets level on their Reading STAAR 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%, 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 MOY and EOY

Istation Reports

SCA

Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: 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: Teacher, Admin, Reading Coach and Instructional Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Third grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. Instructional specialist will coach teachers and implement the ECISD Frameworks. 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 MCL, Instructional Specialist, and Reading Coach Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				184
 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 3-5 grade students will utilize AVID strategies to promote college readiness.

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: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
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: Admin , Counselor, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2023-24 school year. Strategy's Expected Result/Impact: Increased engagement, goal-setting and college and career readiness. Staff Responsible for Monitoring: Teachers, Admin, Counselors	Formative			Summative
	Oct	Jan	Mar	May
 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: School Connectedness panorama data will increase from 59% 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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Schoolwide discipline plan with a focus on CHAMPS and PBIS 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	Formative			Summative
	Oct	Jan	Mar	May
 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: Student daily attendance will increase from 92% to 95% by May 2024.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Leadership team will hold attendance celebrations once a month for students and/or grade levels meeting 95% attendance. Strategy's Expected Result/Impact: Increased instructional minutes and student achievement Staff Responsible for Monitoring: Teachers, Data Clerk, Counselor, and Admin	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will follow the district truancy plan to contact parents at two absences a month and document in Eduphoria on Contact form. Strategy's Expected Result/Impact: Increased communication and student attendance Staff Responsible for Monitoring: Teachers, Data Clerk, Counselor, and Admin TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
Cameron Dual Language Elementary
2023-2024 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 percentage of students K-6 achieving or exceeding their MATH RIT goal will increase from 58% to 63%.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All K-6th grade students will complete at least 30 minutes per week of IStation Math and iReady 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: PreK 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. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Cameron will host a Math/Reading Family Night during the first semester. Strategy's Expected Result/Impact: The expected result is that parents are equipped with Reading and Math strategies that they can implement at home with their students to support their students' learning. Staff Responsible for Monitoring: Administrators Funding Sources: Math and Reading materials - Title One School-wide - \$1,933	Formative			Summative
	Oct	Jan	Mar	May
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 percentage of students K-6 achieving or exceeding their Reading RIT goal will increase from 50% 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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All K-6th grade students will complete their recommended time on IStation and iReady. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
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: La Cosecha Conference Fee, transportation, and hotel stay in Albuquerque, NM - Title One School-wide - \$21,000		Formative			Summative
		Oct	Jan	Mar	May
 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 2024, the percentage of 3rd-6th grade students achieving Meets in Math STAAR will increase from 50% to 55%.

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			
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, areas of need, and all students will receive differentiated instruction to help them grow. Staff Responsible for Monitoring: Administrators and Dual Language Specialist	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: PreK 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. Staff Responsible for Monitoring: Administrators Funding Sources: lead4ward Professional Development - Title One School-wide - \$27,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Cameron will purchase Think Up Math supplemental materials for 3rd-6th grade for guided math small group differentiated instruction and STAAR 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	Formative			Summative
	Oct	Jan	Mar	May
				193

Strategy 4 Details	Reviews			
Strategy 4: 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	Formative			Summative
	Oct	Jan	Mar	May
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 of 2024, the percentage of 3rd-6th grade students achieving Meets in Reading STAAR will increase from 50% to 55%.

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 Results

Strategy 1 Details	Reviews			
Strategy 1: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hold unit 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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 - \$15,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: 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	Formative			Summative
	Oct	Jan	Mar	May
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 Kindergarten - 2nd-grade students reading on grade level will increase from 74% to 79%.

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
End of Year IStation Scores.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation monthly assessment data to address the areas of need for each student. 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 Funding Sources: IStation Professional Development - Title One School-wide - \$27,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
				197
 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 of 2024, the percentage of K-2 students meeting their growth projection on the Reading MAP Assessment will grow from 55% to 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: BOY, MOY, and EOY MAP RIT Scores

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation monthly assessment data to address the areas of need for each student. Strategy's Expected Result/Impact: Students will make one year's growth. Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist, Teachers Funding Sources: IStation Professional Development - Title One School-wide - \$27,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				198

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 of 2024, the percentage of 3rd-grade students meeting their growth projection on the Reading MAP Assessment will grow from 59% to 64%.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation monthly assessment data to address the areas of need for each student. Strategy's Expected Result/Impact: Students will make one year's growth. Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist, Teachers Funding Sources: IStation Professional Development - Title One School-wide - \$27,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				199

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 of 2024, the percentage of 3rd-grade students achieving Meets in Reading STAAR will increase from 38% to 45%.

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 Reading Results

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kinder - 6th grade teachers will be trained in analyzing IStation monthly assessment data to address the areas of need for each student. Strategy's Expected Result/Impact: Students will make one year's growth. Staff Responsible for Monitoring: Principal, AP, Dual Language Specialist, Teachers Funding Sources: IStation Professional Development - Title One School-wide - \$27,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 3rd-6th grade students will utilize Avid planners to promote college readiness.

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: AVID binder checks, students using the AVID binders

Strategy 1 Details	Reviews			
Strategy 1: Training will be provided for all new staff and refreshers over the AVID strategies will be provided for all 3rd-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.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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 Panorama Data will increase from 68% to 73%.

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: Spring Panorama Survey

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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: Student daily attendance will increase from 95.3 % to 97%.

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: Daily and weekly attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: The attendance clerk will run weekly and monthly attendance reports and contact parents of students with chronic absences. Strategy's Expected Result/Impact: Parents will be informed about the importance of student attendance and receive help if needed. Staff Responsible for Monitoring: Attendance Clerk, Principal	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hold attendance raffles at the end of every nine weeks. Strategy's Expected Result/Impact: Encourage students to attend school every day. Staff Responsible for Monitoring: Principal and attendance clerk	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Ector County Independent School District
Carver Early Education Center
2023-2024 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: 92% of Pre-K 4 students will be able to produce 26 letter sounds by the end of the 2023-2024 school year.

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%, 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: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, Istation, Estrellita, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Planning during PLC's to teach letters and alphabet principle daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers. Strategy's Expected Result/Impact: Classroom structures will provide learning expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Istation Data will be used to drive instructional focus for differentiation in Workstations and Small Groups. Strategy's Expected Result/Impact: Monthly testing will provide on-going PreK Data. Staff Responsible for Monitoring: Classroom teachers and administrator Title I: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Campus Administrator and Instructional Coach will conduct weekly walkthrough observations/coaching sessions and provide actionable feedback to increase student performance. Strategy's Expected Result/Impact: Instruction in classroom will remain focused and rigorous. Staff Responsible for Monitoring: Campus Administrator and Instructional Coach. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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: Carver will provide specific, differentiated processes, procedures and routines for all classrooms and students to remain successful 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: Classroom Observations, Walk-throughs, Lesson Plans, PLC walk through feedback, CLI data, Coaching peer and administrative

Strategy 1 Details	Reviews			
Strategy 1: PLC Learning walks conducted for Classroom Teachers 3 times a month. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Feedback and support on Whole School Conscious Discipline Routines or similar emotional trainings. Strategy's Expected Result/Impact: Teachers and Instructional Aides will feel supported with training opportunities through out the school year. 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 Funding Sources: Conscious Discipline or other trainings - Title One Instructional Continuity - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
				207

Strategy 3 Details		Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: Carver will utilize Title One money to hire a highly qualified PreK Instructional Coach. Strategy's Expected Result/Impact: Instructional Coach will provide best practices to ensure students are provided with individualized instruction based on data collected. Staff Responsible for Monitoring: Administrative Team 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Instructional Coach - Title One School-wide - \$70,000		Formative			Summative
		Oct	Jan	Mar	May
 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: 92% of Pre-K 4 students will be able to rote count to 50 by the end of the 2023-2024 school year.

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%, 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: Instructional Coach Support, CLI Wave 1 Data, Report Card Data, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Planning during PLC's to teach number principles daily through Morning Message, Small Groups, and Independent Learning Centers. Strategy's Expected Result/Impact: Classroom structures will provide learning expectations for all PreK4 students. Staff Responsible for Monitoring: Campus Administrator and 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Report Card Data will be used to drive instructional focus for differentiation in Workstations and Small Groups. Strategy's Expected Result/Impact: 9 week Report Card will provide on-going PreK Data. Staff Responsible for Monitoring: Campus Administrator and 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 92% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2023-2024 school year.

High Priority

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 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: BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Building a strong Academic Parent Teacher Team to provide strategies, activities, 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 by creating activities to support learning at home. 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 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: ex. Magnetic Letters, supplies for teacher created routine books - Title One Instructional Continuity - \$8,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback. Strategy's Expected Result/Impact: Classroom Instruction will improve to meet the needs of students. Staff Responsible for Monitoring: Administrators and Instructional Coach 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
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: Increase Phonological Awareness performance to 95% between the CLI BOY and EOY.

High Priority

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 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: CLI Data, Istation Data, Report Card Data and observation

Strategy 1 Details	Reviews			
Strategy 1: Create rhyming activities to recognize, identify, and distinguish during PLCs for small groups and RTI (response to Intervention). Strategy's Expected Result/Impact: Students will engage in activities that involve identifying and generating rhyming words. Ex. rhyming books, poems, and word play Staff Responsible for Monitoring: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will add specific strategies for segmenting and blending sounds in Lesson Plans for workstations and small groups to support all learners. Strategy's Expected Result/Impact: Students will be taught during small group instruction to break words into individual sounds. All students will have pictorial support and increase rigor without pictorial support. Staff Responsible for Monitoring: 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	Formative			Summative
	Oct	Jan	Mar	May
				212

Strategy 3 Details	Reviews			
Strategy 3: Using singing and chanting with songs in the Frog Street Curriculum. Strategy's Expected Result/Impact: Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns. Staff Responsible for Monitoring: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Introduce new vocabulary that students will need to understand for comprehension within a new curriculum unit. Strategy's Expected Result/Impact: Introduce new vocabulary that students will need to understand for comprehension within a new curriculum unit. Staff Responsible for Monitoring: Instructional Coach, 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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: 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. 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 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Conscious Discipline Team Support System 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 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Classroom teachers, instructional staff, and 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 by working with a Conscious Discipline coach. Staff Responsible for Monitoring: Administrator and Conscious Discipline Team Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Conscious Discipline Coach - Title One School-wide - \$6,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

experiencing big trauma and behaviors. Staff Responsible for Monitoring: Administrator, Secretary 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Conscious Disciple Trainings or other like professional development to support Social Emotional Health for students. - Title One School-wide - \$25,000				
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 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			
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. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice. Staff Responsible for Monitoring: Teachers and Administrator ESF Levers: Lever 3: Positive School Culture Funding Sources: ex magnetic letters, numbers, data folders - Title One Instructional Continuity - \$1,700	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Carver will foster a 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	Formative			Summative
	Oct	Jan	Mar	May
 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: Carver student attendance will increase from 90% to 95% by the end of the 2023-2024 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%, 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: 9 Week Perfect Attendance Recognition. Strategy's Expected Result/Impact: Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a \$50 gas card. Staff Responsible for Monitoring: Campus Administrator will provide T-shirts and gas card. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 100% communication between school and home, when students have been out more than 3 consecutive days. Strategy's Expected Result/Impact: Families will feel supported and know their child has been missed. Staff Responsible for Monitoring: Office Staff, Administrator, Classroom Teacher and School Counselor 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Using Conscious Discipline, Teachers and Instructional Aides will create routine books, visuals, and curriculum to increase success for all students by creating a Safe Place within our school. Strategy's Expected Result/Impact: Staff and students will create routines. Staff Responsible for Monitoring: Conscious Discipline Team, Administrator, and 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 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Cavazos Elementary

2023-2024 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 2024 75% of students will meet or exceed the STAAR Reading progress measure, specifically Hispanic, Eco-Dis, and Emergent Bilingual 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%, 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 Istation data, monthly running records, reteach and reassessment data, middle of the year and end of the year MAP scores.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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 the end of the school year, the percentage of students in K-5 achieving or exceeding their Math RIT goal will increase from 58% to 65% 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 Hispanic, Eco-Dis, and Emergent Bilingual 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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 lesson exemplars, and internalize lesson plans 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	Formative			Summative
	Oct	Jan	Mar	May
 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, the percentage of students in K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 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 Hispanic, Eco-Dis, and Emergent Bilingual 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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars and internalize lesson plans 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	Formative			Summative
	Oct	Jan	Mar	May
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 of 2024, 75% of students will perform at the Meets level in grades 3rd-5th Math STAAR and Cavazos will provide differentiated processes for our all sub-populations with specific focus on Hispanic, Eco-Dis, and Emergent Bilingual 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: SCA test, Exit Tickets, reassessment data, Independent Student Work, Interim Assessments, STAAR 2024

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide differentiated coaching, modeling, and wrap around services for all teachers - MCLs, MTRT, and the school administration will on a daily basis as reflected in our master schedule and individual work plans. Strategy's Expected Result/Impact: Improved practice and implementation of core and data-driven practices, fidelity to the core Staff Responsible for Monitoring: teachers, MCLs, MTRTs, admin, ILT, and grade level leads Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Opportunity Culture - Title One School-wide - \$75,000				

Strategy 2 Details	Reviews			
Strategy 2: The MCLs, MTRTs, and grade level leads will run daily PLC and will participate in disaggregate data, discuss gaps, and model best practices strategies to meet the Eco-Dis, Hispanic, Emergent Bilingual sub-populations. 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 Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Title I Grade Level Leads - Title One School-wide - 6117 - \$24,000	Formative			Summative
	Oct	Jan	Mar	May
 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: By May 2024, Cavazos STAAR Math goal for the domain 2A value is 75, 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 Emergent Bilingual, 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			
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 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 interim assessments for math by the end of the year to close academic gaps for special pops, and ensure that all students make 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 - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Teaching Materials: Think it Up! - Title One School-wide - 6396 - \$16,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Travel: Teacher - Title One School-wide - 6411 - \$12,000		Formative			Summative
		Oct	Jan	Mar	May
 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: 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			
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 safe 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	Formative			Summative
	Oct	Jan	Mar	May
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 7: 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 Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing - Targeted Support Strategy - Results Driven Accountability Funding Sources: Furniture: Headphones for Intervention Time - Title One School-wide - 6398 - \$10,000, Salaries/Wages Professional: Part Time Reading Tutors - Title One School-wide - 6119 - \$36,000				

Strategy 2 Details		Reviews			
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: Multi-Class Leaders, MTRTs, Grade level leads, 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		Formative			Summative
		Oct	Jan	Mar	May
		 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 Kinder through 2nd grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.

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			
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, MCLs, MTRTs, grade level leaders, classroom teachers Title I: 2.4 - 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 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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, MCLs, MTRTs, grade level leaders, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Extra Duty Pay: ASP Tutoring, SLC parent data chats - Title One School-wide - 6117 - \$15,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
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, MCLs, MTRTs, grade level leaders, classroom teachers Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Results Driven Accountability Funding Sources: Contracted Services: Region 18: New Teacher PL: GBF/TLaC - Title One School-wide - 6299 - \$9,000		Formative			Summative
		Oct	Jan	Mar	May
 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 Kinder through 2nd grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
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, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: General Supplies: Parent Data Chat folders and supplies - Title One School-wide - 6399 - \$1,199	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars, and internalize lesson plans 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	Formative			Summative
	Oct	Jan	Mar	May
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 Kinder through 2nd grade students meeting the growth standard on Reading MAP will increase from 54% to 60% by the end of May 2024.

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			
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 TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars and internalize lesson plans individually and in PLCs to analyze student work, identify trends in student misconceptions, and determine root causes 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, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: Teachers implement Saxon Phonics with fidelity as reflected on the daily schedule and master schedule to ensure foundational skills are explicitly taught. Strategy's Expected Result/Impact: An increase of EOY MAP RIT scores from 50% students meeting/exceeding their projected RIT to 60% by the end of the academic year. Staff Responsible for Monitoring: administration, instructional leadership team, MCLs, MTRTs, grade level leads Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May

Strategy 5 Details		Reviews			
Strategy 5: Cavazos will implement daily sustained silent reading in order to provide students ample of opportunities to read at school and increase their reading fluency and comprehension through a variety of selection of leveled books. Strategy's Expected Result/Impact: An increase of EOY MAP RIT scores from 50% students meeting/exceeding their projected RIT to 60% by the end of the academic year. Staff Responsible for Monitoring: administration, instructional leadership team, MCLs, MTRTs, grade level leads Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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 54% to 60% by the end of May 2024.

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			
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, MCLs, MTRTs, grade level leaders, classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars, internalize lesson plans 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	Formative			Summative
	Oct	Jan	Mar	May
 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 31% to 35% by the end of May 2024.

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			
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: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use a corrective instruction action planning process, write tier 1 exemplars, and internalize lesson plans 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, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
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 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			
Strategy 1: Implementation of CHAMPS and the Get-Better-Fast Management Trajectory Scope and Sequence 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 5 Details		Reviews			
Strategy 5: Cavazos will focus on trauma-informed practices by providing teachers and staff monthly professional learning through a book-study, "Help for Billy". Strategy's Expected Result/Impact: Teachers will have the necessary tools and strategies to identify, support, and address students with trauma and students will feel safe and connected to school community and peers. Panorama safety data will increase from 50% of students feeling safe to 60%. Staff Responsible for Monitoring: Instructional leadership team, counselor, administration, teachers, grade level leads Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
		 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 its AVID program for grade first through fifth for the 2023-2024 school year; 100% of 3rd through 5th grade teachers will implement one AVID strategy each month for students.

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 Kinder 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: Kinder 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: Kinder 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 Title I: 2.4 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details		Reviews			
Strategy 2: All kinder through fifth grade teachers will be trained throughout 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 kinder through 5th, grade level leads, AP TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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 Elementary annual student attendance will increase from 90.6% in April 2023 to 95% in May 2024.

High Priority

Indicators of Success:

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

Evaluation Data Sources: District/Campus Weekly Attendance Reports, weekly check-in/check-outs, Truancy Contracts, Weekly Attendance Committee Meetings data reviews.

Strategy 1 Details	Reviews			
Strategy 1: 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: Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Enhance parent engagement and involvement by effectively communicating with parents through a variety of differentiated sources: phone calls, home visits, MTSS/RTI meetings, student-led conference, Student-Support Team Parent meetings, parent conferences, notes, home-visits when students are 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, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: General Supplies Parent Data Chat folders and supplies - Title One School-wide - 6399 - \$1,199		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: 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: Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: In partnership with Community In Schools Site Coordinator and district attendance specialist, Cavazos will conduct home visits, 1:1 parent consultations, and provide differentiated wrap around services for tier 2 and tier 3 students/families with chronic/truant tendencies. Strategy's Expected Result/Impact: Increase daily attendance, reduction of truancy, expected results will be higher attendance, and students will receive daily instruction on a consistent basis. Staff Responsible for Monitoring: Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: General Supplies To support attendance and parent outreach - Title One School-wide - 6399 - \$1,495		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
Strategy 5: Cavazos will continue to provide Home Club After School Services for all students displaying chronic/truant tendencies in order for certified teachers to provide them differentiated and small group individualized academic support so they can catch up on their assignments. Strategy's Expected Result/Impact: students with chronic absenteeism will decrease their failure rate, attend school regularly, and build relationships at school through differentiated supports Staff Responsible for Monitoring: Admin, counselor, attendance clerk, teachers, community in schools coordinator, grade level leads, and attendance specialist Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Ector County Independent School District
Crockett Middle School
2023-2024 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: Students Meeting or Exceeding individual growth projections on Math MAP will increase from 2023 49% Math to the goal of 60% MAP by May 2024.

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			
Strategy 1: Campus instructional leadership teams will meet after each MAP assessment period to disaggregate data and review data in order to make data-informed decisions. In the process, teachers will be trained to analyze the MAP data to inform their lesson planning and instruction that will produce growth outcomes for students. Staff Responsible for Monitoring: Academic leadership team Teachers Support Staff	Formative			Summative
	Oct	Jan	Mar	May
 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 Meeting or Exceeding individual growth projections on Reading MAP will increase from 2023 57% to the goal of 68% Reading MAP by May 2024.

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			
Strategy 1: Campus instructional leadership teams will meet after each MAP assessment period to disaggregate data and review data in order to make data-informed decisions. In the process, teachers will be trained to analyze the MAP data to inform their lesson planning and instruction that will produce growth outcomes for students. Staff Responsible for Monitoring: Academic leadership team Teachers Support Staff MCLs MTRT TRT Funding Sources: Title 1 - Title One School-wide - \$120,000		Formative			Summative
		Oct	Jan	Mar	May
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 Meets achievement (6th-8th) on Math STAAR will increase from 26% to 50% by the end of 2024.

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%

Evaluation Data Sources: MAP scores

SCA
STAAR

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses. Staff Responsible for Monitoring: Academic leadership team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus leaders facilitate a consistent process for teachers, 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 respond. Staff Responsible for Monitoring: Campus leadership team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 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. Staff Responsible for Monitoring: Academic leadership team Instructional Coach Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: 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. Staff Responsible for Monitoring: All teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: Student Meets achievement (6th-8th) on Reading STAAR will increase from 35% to 50% by the end of 2024.

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%, 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%

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses. Staff Responsible for Monitoring: Campus academic leadership team Teachers Support Staff MCLs MRTR TRT ESF Levers: Lever 5: Effective Instruction Funding Sources: MCLs, TRT, MTRT, RA, IC - Title One School-wide - \$120,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus leaders facilitate a consistent process for teachers, 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 respond. Staff Responsible for Monitoring: Campus academic leadership team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 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. Staff Responsible for Monitoring: Academic leadership team Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: 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. Staff Responsible for Monitoring: Academic leadership team Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 MS believes that a strong sense of belonging is fundamental to a positive and successful educational experience. Our primary goal is to ensure that our students not only receive a quality education but also feel a sense of warmth and inclusion within our school walls. Crockett MS will increase the Sence of Belonging category from 35% to 50% by the Spring of 2024.

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: Crockett MS boasts a diverse student body, representing a lot of backgrounds, cultures, and experiences. We recognize that this diversity is a source of strength and will celebrate and integrate this diversity into our curriculum, events, and daily interactions. We keep lines of communication open, continue to involve parents in decision-making processes, and keep them informed about the various opportunities available to their children at Crockett MS. Staff Responsible for Monitoring: All campus leadership Teachers Support Staff Office Staff	Formative			Summative
	Oct	Jan	Mar	May
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: Crockett MS believes that a strong sense of connectedness is fundamental to a positive and successful educational experience. Our primary goal is to ensure that our students not only receive a quality education but also feel a sense of warmth and inclusion within our school walls. Crockett MS will increase the Connectedness Indicator category from 38% to 50% by the Spring of 2024.

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%

Strategy 1 Details	Reviews			
Strategy 1: By incorporating AVID and Fundamental 5 strategies into our daily teaching practices, we will better equip our students with the skills and mindset needed for success in college and their future careers. Campus administration and all staff will together to make these strategies an integral part of our curriculum and create a learning environment that truly promotes college and career readiness. Staff Responsible for Monitoring: Leadership Team Department Heads Academic leadership team Teachers Support Staff	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Ector County Independent School District
Dowling Elementary
2023-2024 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 2024, 70% of K-5th students 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			
Strategy 1: High-impact tutoring for all students scoring in the "Did Not Meet" category for at least 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 Funding Sources: After-school tutoring pay for teachers - Title One School- Improvement - \$19,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of one hour per week. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Generation Genius videos will be shown to students during morning arrival, lunch, and/or dismissal times to build background knowledge in math. Strategy's Expected Result/Impact: Students will score higher on MAP math. Staff Responsible for Monitoring: Principal, 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 4: High-Quality Instructional Materials and Assessments Funding Sources: Generation Genius Videos - Title One School-wide - \$900	Formative			Summative
	Oct	Jan	Mar	May
				265

Strategy 5 Details	Reviews			
Strategy 5: Brain Pop videos will be shown to students during morning arrival, lunch, and/or dismissal to build background knowledge in math. Strategy's Expected Result/Impact: Students will have an increase in background knowledge. Staff Responsible for Monitoring: Teachers, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Brain Pop - Title One School-wide - \$4,050	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 70% of K-5th students 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			
Strategy 1: High-impact tutoring for all students scoring in the Did Not Approach level or below for at least 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Leveled Literacy Intervention / Soluciones 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Kindergarten and first-grade classrooms will use literacy stations with differentiated activities to meet the needs of all learners. Strategy's Expected Result/Impact: All students will grow a minimum of one year in reading. Staff Responsible for Monitoring: Teachers; administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Materials for reading stations - Title One School-wide - \$1,501	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: All students will use Lyrics2Learn weekly to work on reading fluency. Strategy's Expected Result/Impact: Students' fluency scores on IStation will increase from the beginning to the end of the year. Staff Responsible for Monitoring: Classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Lyrics2Learn Program - Title One School-wide - \$3,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: All grades 1-5 students will participate in the Accelerated Reading program. Strategy's Expected Result/Impact: Students will read more books as compared to last year and comprehension scores will increase as measured by MAP and STAAR. Staff Responsible for Monitoring: Librarian, classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: AR Program - Title One School-wide - \$4,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: A part-time certified teacher will tutor kindergarteners, first graders, and/or second graders below grade level in reading. Strategy's Expected Result/Impact: Increase in MAP reading scores. Staff Responsible for Monitoring: Principal, tutor Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Part time Tutor - Title One School-wide - \$19,000	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 45% of 3rd-5th students 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%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Kagan Cooperative Learning structures to increase student participation during math lessons. Strategy's Expected Result/Impact: Student engagement will increase as measured by TTESS walkthroughs. Staff Responsible for Monitoring: Teachers and 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 Funding Sources: Kagan Coaching 4 times yearly - Title One School-wide - \$16,000	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 45% of 3rd-5th students will reach STAAR Meets 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 reading will increase from 38% to 65% by May 2024.

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			
Strategy 1: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Kindergarten teachers will use Heggerty for phonemic awareness instruction daily. Strategy's Expected Result/Impact: Increased student scores Staff Responsible for Monitoring: Kindergarten lead teacher	Formative			Summative
	Oct	Jan	Mar	May

Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 44% to 65% by May 2024.

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			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Heggerty for phonemic awareness instruction daily. Strategy's Expected Result/Impact: Increased student scores Staff Responsible for Monitoring: Lead Teacher Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 2nd-grade students who meet their projected growth on MAP will increase from 67% to 75% by May 2024.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Heggerty for phonemic awareness instruction daily. Strategy's Expected Result/Impact: Increased Scores Staff Responsible for Monitoring: 2nd-grade MCL Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 3rd-grade students who meet their projected growth on MAP will increase from 50% to 65% by May 2024.

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			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				
				278

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			
Strategy 1: The AVID Site Team will send a monthly 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: The campus AVID Site Team will attend the National Conference in the summer of 2024. Strategy's Expected Result/Impact: AVID site team will develop a campus plan to strengthen the campus AVID initiative and raise student achievement.. Staff Responsible for Monitoring: AVID Site Coordinator and Principal. Title I: 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 Funding Sources: AVID National Conference Funding - Title One School-wide - \$35,000		Formative			Summative
		Oct	Jan	Mar	May
		 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: Panorama data in School Connectedness will increase from 66% to 75% by May 2024.

Indicators of Success:

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

Evaluation Data Sources: Increased Attendance

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
				281

Strategy 3 Details		Reviews			
Strategy 3: All staff will receive three days of training in Conscious Discipline. Strategy's Expected Result/Impact: Increase in student connectedness. Staff Responsible for Monitoring: Principal and Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Conscious Discipline Training - Title One School-wide - \$13,310, Teacher Stipend for off duty training - Title One School-wide - \$10,000		Formative			Summative
		Oct	Jan	Mar	May
		 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 for Self-Efficacy will increase from 59% to 69% 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				
				283

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 with 100% of students.

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			
Strategy 1: The counselor will provide 7 Mindsets lessons weekly to each class. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All classroom teachers will be trained to support the 7 Mindsets curriculum and receive support from the School Counselor as needed. 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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				
				284

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Communities in Schools Site Coordinator will target these students for support. Strategy's Expected Result/Impact: Increase in grades and attendance. Staff Responsible for Monitoring: CIS Site Coordinator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
 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: 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

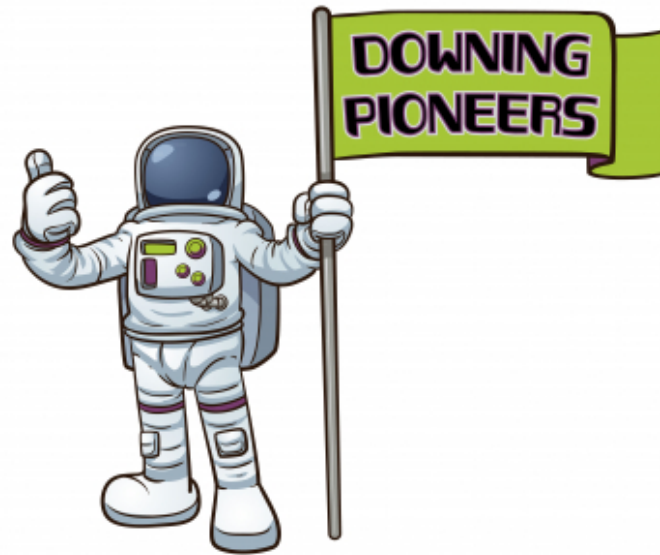
Strategy 1 Details	Reviews			
Strategy 1: Dowling will strengthen the instruction in K through 2nd-grade classrooms by supporting the teachers on the instructional framework implementation, through observation/feedback coaching. Strategy's Expected Result/Impact: % of 3rd-grade students achieving the 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Edward K. Downing Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



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: By May 2024, the percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 14% to 35%.

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 RIT scores.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Two team leads will be appointed in 2nd and 4th grades due to not having MCLs in those grade levels. Strategy's Expected Result/Impact: Increased communication and student growth. Staff Responsible for Monitoring: Admin. Funding Sources: Team Leads - Title One School-wide - \$7,000	Formative			Summative
	Oct	Jan	Mar	May
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 content areas.

Performance Objective 2: By May 2024, the percentage of students K-5 achieving or exceeding their READING RIT goal will increase from 27% to 40%

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			
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 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
 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 of 2024, 35% of students will perform at the Meets level in 3rd-5th Math STAAR.

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: STAAR data

Strategy 1 Details		Reviews			
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 2: Strategic Staffing, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
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 content areas.

Performance Objective 4: By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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: STAAR

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% 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: By May 2024, the percentage of Kindergarten- 2nd grade students reading on grade level will increase from 26.78% to 45%.

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%, 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, feedback

Strategy 1 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: My May 2024, 45% of K-2 students will show growth on their READING 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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

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 through conferences and PLCs from campus Instructional leaders, MCLs, Instructional Coach and 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy				

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: By May 2024, 45% of 3rd grade students will show growth on their READING MAP from 26%.

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: MAP RIT

Strategy 1 Details		Reviews			
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 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: AR - Title One School-wide - \$15,000		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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: By May 2024, 20% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

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: STAAR scores.

Strategy 1 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 100% of 3rd-5th students will utilize Avid planners to promote college readiness by May 2024.

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: AVID planners, walkthroughs

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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: School Connectedness panorama data will increase from 19% to 75%.

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: Walkthroughs, counseling, surveys, attendance, presentations

Strategy 1 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
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: Campus and teachers will conference with all 3rd-5th grade students about performance goals and progress at least twice a year by May 2024.

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: Teachers and Administrators through data collection sheet and walkthroughs

Ector County Independent School District
Murry Fly Elementary
2023-2024 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 2024, the percentage of all K-5 students meeting their projected MAP reading score will increase 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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: The campus will hire part-time and after-school tutors to help develop foundational reading skills. Strategy's Expected Result/Impact: 58% of students will achieve their progress goal. Staff Responsible for Monitoring: Teachers, MCLs, leadership team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: The campus will hire 2 bilingual aides, a flex aide, and Title I aides to help teachers with small group and individual foundational skills building. Strategy's Expected Result/Impact: 58% of students will achieve their progress goal. Staff Responsible for Monitoring: Teachers, MCLs, leadership team	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, the percentage of all K-5 students meeting their projected MAP math score will increase from 60% to 70%.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Students will work on I-Ready Math 2-3 times per week for a minimum of 30 minutes daily. Strategy's Expected Result/Impact: 70% of students will achieve their progress goal. After MAP testing, I-Ready 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: The campus will purchase kinesthetic math games to be used during math night. Strategy's Expected Result/Impact: MAP math scores will increase from 70% to 75%. Staff Responsible for Monitoring: Teachers, MCLs, leadership team	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, students achieving the Meets Standard in math on STAAR will increase 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%, 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: 2024 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Murry Fly will follow the district math curriculum and scope and sequence to ensure student growth. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%. 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	Formative			Summative
	Oct	Jan	Mar	May
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. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%. 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	Formative			Summative
	Oct	Jan	Mar	May

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. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%. 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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
Strategy 4: Teachers will utilize Lonestar math which targets the TEKS on a daily basis. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
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 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: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%. Staff Responsible for Monitoring: MCLs and Campus Administrators Funding Sources: - Title One School-wide - \$24,500		Formative			Summative
		Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Supplemental resources such as Forde and Ferrier and Think Up will be utilized for both classroom and small group targeted interventions in 3rd-5th grade. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%. Staff Responsible for Monitoring: MCLs, teachers,and Campus Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: The campus will purchase C-Pens in order to help students develop their reading fluency. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in math on STAAR will increase to 60%. Staff Responsible for Monitoring: MCLs, teachers,and Campus Administrators	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, students achieving the Meets Standard in reading on STAAR will increase 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%, 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: 2024 STAAR

Strategy 1 Details		Reviews			
Strategy 1: Murry Fly will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%. 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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
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: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%. 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		Formative			Summative
		Oct	Jan	Mar	May

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. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: 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 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: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%. Staff Responsible for Monitoring: Teachers, MCLs, leadership team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Supplemental resources such as Forde and Ferrier and Think Up will be utilized for both classroom and small group targeted interventions in 3rd-5th grade. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%. Staff Responsible for Monitoring: Teachers, MCLs, leadership team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: The campus will purchase C-Pens in order to help students develop their reading fluency. Strategy's Expected Result/Impact: By May 2024, students achieving the Meets Standard in reading on STAAR will increase to 60%.	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, MCLs, leadership team					
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 May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% 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%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: EOY MAP test

Strategy 1 Details	Reviews			
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: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Strategy's Expected Result/Impact: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Strategy's Expected Result/Impact: By May 2024, the percentage of all Kindergarten students meeting their projected growth MAP reading score will increase from 36% 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	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 35% 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			
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: By May 2024, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 35% 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Strategy's Expected Result/Impact: By May 2024, the percentage of all 1st-grade students meeting their projected growth MAP reading score will increase from 35% 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	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished Continue/Modify Discontinue				318

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 2024, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 31% 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			
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: By May 2024, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 31% 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Strategy's Expected Result/Impact: By May 2024, the percentage of all 2nd-grade students meeting their projected growth MAP reading score will increase from 31% 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	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished Continue/Modify Discontinue				319

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 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% 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: EOY MAP Test

Strategy 1 Details	Reviews			
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: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Strategy's Expected Result/Impact: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%. 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: The campus will purchase C-Pens in order to help students develop their reading fluency. Strategy's Expected Result/Impact: By May 2024, the percentage of all 3rd-grade students meeting their projected growth MAP reading score will increase from 60% to 65%. Staff Responsible for Monitoring: Teachers, MCLs, leadership team	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%.

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			
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: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Professional development for math and reading will be offered to ensure teachers are equipped with needed strategies to ensure student growth. Strategy's Expected Result/Impact: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%. 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide - \$75,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
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: By May 2024, the percentage of 3rd-grade students scoring Meets on the Reading STAAR test will increase to 45%. Staff Responsible for Monitoring: Campus administration/Small group tutors TEA Priorities: Build a foundation of reading and math Funding Sources: - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
 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 69% 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%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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. The campus will hire a Title I parent engagement lead. Strategy's Expected Result/Impact: School Connectedness will increase from 69%-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	Formative			Summative
	Oct	Jan	Mar	May
 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: School-wide Panorama data in the area of student Supportive relationships will increase from 91%-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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 91.8% to 95% by May 2024.

Indicators of Success:

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

Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: The campus will have a Title I attendance lead. Strategy's Expected Result/Impact: Improved rate of attendance Staff Responsible for Monitoring: campus administration	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Goliad Elementary

2023-2024 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 percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 66% 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 MOY and EOY

Math Academy

I ready Math

SCAS

Benchmarks

Strategy 1 Details	Reviews			
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 Funding Sources: Curriculum Associates Resources - Title One School- Improvement - \$20,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: 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: Leadership MCL TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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 2024 Staff Responsible for Monitoring: Leadership and Teachers Title I Tutor Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 55%.

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 MOY and EOY
Istation Monthly Reports
SCAS
Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: The DDI model/process will be followed and implemented with fidelity during weekly PLCs by MCLs and leadership 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: Rigor in Lesson Growth in Istation Reading Staff Responsible for Monitoring: MCLs Lead 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with high quality Tier I instruction and targeted small group instruction. We will implement intervention for high risk populations using LLI and Istation for 60 minutes. Strategy's Expected Result/Impact: Growth in Istation Reading Students will meet expected RIT Growth. Staff Responsible for Monitoring: MCL's Lead 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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% 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 Funding Sources: Opportunity Culture MCLs - Title One School- Improvement - \$75,000, Team Lead Stipends - Title One School- Improvement - \$16,000, PD - Get your teach on - Title One School- Improvement - \$13,000	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.

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: MAP MOY and EOY

I ready Math reports
STAAR
SCAS
Benchmarks

Strategy 1 Details		Reviews			
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 Lead teachers Administrators 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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: I-Ready Math will provide specialized learning paths for each student, which will improve learning outcomes. Strategy's Expected Result/Impact: MAP GROWTH TEST I Ready Math STAAR Math Staff Responsible for Monitoring: Leadership MCLs Lead Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide intervention for identified students: Do the Math will be provided for students who are not making progress on MAP Strategy's Expected Result/Impact: MAP Growth I-Ready Math Staff Responsible for Monitoring: Leadership Team Lead Teachers MCLs Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
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 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	Formative			Summative
	Oct	Jan	Mar	May
 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 of 2024, 37% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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: MAP MOY and EOY

Monthly Istation Reports

SCA

Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Goliad will follow all the district-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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				339

Strategy 3 Details	Reviews			
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 Lead Teachers MCL's 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 Funding Sources: Opportunity Culture MCLS - Title One School- Improvement - \$75,000, Team Lead Stipends - Title One School- Improvement - \$16,000, Professional Development Curriculum Associates, Get Your Teach On - Title One School- Improvement - \$25,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
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 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	Formative			Summative
	Oct	Jan	Mar	May
 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- 2nd grade students reading on grade level will increase from 42% 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%, 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 MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
Strategy 1: Data Driven Instruction 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: Implement DDI process in PLCs Know and Show Coaching Staff Responsible for Monitoring: K-2 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with high quality Tier I instruction and targeted small group instruction. We will implement intervention for high risk populations using LLI and Istation for 60 minutes. Strategy's Expected Result/Impact: Growth in Istation Reading Students will meet expected RIT Growth. Staff Responsible for Monitoring: Leadership MCL's Lead teacher Tutor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 60% of K-2 students will show growth on their Reading 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%, 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 MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details		Reviews			
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: Implement DDI process in PLC's Effective planning, instruction delivery, and assessment alignment. Staff Responsible for Monitoring: K-2 Teachers MCL's in K-2 Tutor 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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: 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		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: 60 % of 3rd-grade students will show growth on their READING 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%, 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 MOY and EOY

Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
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: Implement DDI process in PLCs Staff Responsible for Monitoring: Team Leads MCL's Admin 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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: Implement LLI intervention with fidelity I station growth Staff Responsible for Monitoring: MCLS Leadership Teachers Title I tutor 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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: 43% of 3rd-grade students will perform at the meets level on their Reading STAAR Assessment.

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: MAP MOY and EOY

STAAR
Monthly Istation Reports
SCA
Benchmarks

Strategy 1 Details	Reviews			
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: Implement DDI process in PLC Increase Meets level on MAP EOY in K-3 Staff Responsible for Monitoring: Teachers Team Leads 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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: I station Growth MAP RIT is met Staff Responsible for Monitoring: MCL's Principals 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 3d-5th grade students will utilize Avid strategies to promote college readiness.

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: Site team checks for binders, planners, and note-taking in journals.

Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Counselor Admin Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. Strategy's Expected Result/Impact: Organization Rigor	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Counselor Admin Teachers Title I: 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 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 panorama data will increase from 69% 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:** Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
Strategy 1: The 7 Mindsets SEL curriculum will be implemented at least 4 times a week for 15 to 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. Strategy's Expected Result/Impact: Reduce discipline referrals Build positive relationships Staff Responsible for Monitoring: 3rd-5th teachers Administrators Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor. Strategy's Expected Result/Impact: Self regulation Positive relationships among all	Formative			Summative
	Oct	Jan	Mar	May

Problem solving skills 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 3: Student daily attendance will increase from 91% to 95%.

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: Monthly Attendance Dashboard

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 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
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 95%, 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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
Gonzales Elementary
2023-2024 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 2024, 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training in order to implement appropriate grouping 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 receive 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 55% of students in 3rd - 5th grade will reach STAAR Meets/Masters (combined) 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 2024, 55% of students in 3rd - 5th grade will reach STAAR Meets/Masters (combined) 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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 Kindergarten - 2nd grade students reading on grade level will increase from 34% 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%, 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: 65% of Kinder to 2nd Grade students will show growth on Reading MAP Assessment.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: 65% of 3rd Grade students will show growth on their Reading MAP Assessment.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 perform at the MEETS level on their Reading STAAR Assessments.

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, interim assessments

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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 Gonzales 3rd - 5th Grade students will use AVID planners and maintain AVID binders daily.

- 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:** Monthly binder checks, planned incentives for successful participation, student-teacher conference notes.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Binder checks will occur once every three weeks to recognize students that are keeping up with planners and maintaining an organized class binder. Strategy's Expected Result/Impact: Students will gain autonomy using AVID strategies to stay organized. Staff Responsible for Monitoring: AVID site team, Instructional staff	Formative			Summative
	Oct	Jan	Mar	May
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 Panorama Data will increase from 60% to 70%.

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 data (BOY and EOY)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct quarterly student conferences to help students set academic and personal growth goals and monitor progress. Strategy's Expected Result/Impact: Students will take ownership of their goals and create bonds with staff members. Staff Responsible for Monitoring: Leadership Team and MCL	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Student Recognition committee will seek opportunities to recognize growth and achievement after assessments as well as recognition of excellent quarterly attendance. Strategy's Expected Result/Impact: Students will be motivated to attend school and perform well for recognition and incentives. Staff Responsible for Monitoring: Student recognition committee, Leadership team	Formative			Summative
	Oct	Jan	Mar	May
 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: Gonzales Elementary's attendance will increase from 90.6% to 95% during the 2023-2024 school year.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Daily attendance reports from Focus and School Status

Strategy 1 Details	Reviews			
Strategy 1: Teachers will make contact with families via School Status regarding daily absences for wellness check. Strategy's Expected Result/Impact: Teachers will create rapport with families that encourage them to bring students to school regularly. Staff Responsible for Monitoring: Attendance clerk, Attendance Committee members, Leadership Team	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance committee will conduct regular meetings to plan recognition for attendance and incentives for students and classes that promote good attendance. Strategy's Expected Result/Impact: Students will be motivated to attend school to participate in attendance incentives. Staff Responsible for Monitoring: Attendance Committee, clerk, Leadership team	Formative			Summative
	Oct	Jan	Mar	May
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: 100% of instructional staff will take measures to build relationships with students and families through communication and goal setting with families three times a year as outlined in school calendar.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: Gonzales Elementary Parent Engagement Committee will plan two academic nights, 2 parent learning nights and at least 1 parent workshop during the 2023-2024 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: Committee agendas, parent night sign-in sheets, social media postings, and invitations in both English and Spanish.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Hays Magnet Academic Academy

2023-2024 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 areas.

Performance Objective 1: The percentage of Hays scholars K-5 achieving or exceeding their MATH RIT goal will increase from 58% to 63%.

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 Data

Strategy 1 Details	Reviews			
Strategy 1: 100% of scholars will utilize My Math Academy (PK-2), I-Ready (3-5), Do the Math, and differentiate learning during small group instruction. Strategy's Expected Result/Impact: Closing the achievement gap 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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: 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, Instructional Coach, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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 areas.

Performance Objective 2: The percentage of Hays scholars K-5 achieving or exceeding their READING RIT goal will increase from 54% to 65%.

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 Data

Strategy 1 Details	Reviews			
Strategy 1: Hays STEAM Academy will promote student growth in Reading by incorporating Saxon Phonics daily. Strategy's Expected Result/Impact: Closing the gap 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Establish and maintain Blended Learning Action Plan that will be monitored monthly by the committee. Strategy's Expected Result/Impact: Increase in student performance based on individual educational goals. 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Students will monitor their own progress towards mastery of the TEKS using data trackers. Strategy's Expected Result/Impact: Student growth 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Hays STEAM Academy will increase the rigor of the content by using higher-level questioning as well as using curriculum that addresses enrichment opportunities. Strategy's Expected Result/Impact: Closing the gap 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 areas.

Performance Objective 3: By May of 2024, 70% of students will perform at the Meets level in 3rd-5th Math STAAR.

Strategy 1 Details	Reviews			
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, Instructional Coach, Admin 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Small group instruction will be implemented with fidelity in grades K-5. Strategy's Expected Result/Impact: Closing the achievement gap; providing differentiation for high-achieving students 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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 areas.

Performance Objective 4: By May of 2024, 75% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: High Impact Tutoring will be utilized for all low performing scholars who scored "Did Not Meet" or "Approaches" on state mandated tests. Additional scores from MAP or I-Station will be used for struggling students. Strategy's Expected Result/Impact: Closing the achievement gap 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Backwards planning will be used to ensure high rigor is taught in each level and subject. Strategy's Expected Result/Impact: Student mastery will increase 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				377

Strategy 3 Details	Reviews			
Strategy 3: Scholars will learn how to construct quality, short and extended responses while writing across the disciplines. Strategy's Expected Result/Impact: closing the gap 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Scholars will use the RACER strategy when constructing extended response. Strategy's Expected Result/Impact: Appropriately respond to Reading prompts 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 areas.

Performance Objective 5: 5th grade scholars will increase from 59% to 65% meets or above on the 2024 Science STAAR.

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: SCA's, DBA's, MAP, STAAR Field Test, Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: At Hays STEAM Academy, K-5 scholars will participate in engineering lessons using the curriculum from Project Lead the Way. Strategy's Expected Result/Impact: problem solving, critical thinking 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: PLTW Training - Title One School-wide - \$3,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: STEMscopes labs and the Stem lab will be utilized a minimum of 3 times per week. Strategy's Expected Result/Impact: closing the gap 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				379

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-2nd grade students reading on grade level will increase from 57% to 62%.

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: I-Station Data

Strategy 1 Details		Reviews			
Strategy 1: Hays STEAM Academy will utilize Blended Learning to implement individualized/personalized learning plans for scholars. Strategy's Expected Result/Impact: Closing the achievement gaps 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Scholars will learn to desegregate their own data to determine why an answer is incorrect. Strategy's Expected Result/Impact: Closing the gap Staff Responsible for Monitoring: Teachers, Instructional Coach, Admin		Formative			Summative
		Oct	Jan	Mar	May

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 Instructional Materials and Assessments, 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: 68% of K-2 students will show growth on their READING MAP ASSESSMENT.

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 Data

Strategy 1 Details	Reviews			
Strategy 1: Hays STEAM Academy will use higher-order strategies to write across the disciplines to explain their learning and problem solving. Strategy's Expected Result/Impact: Closing the gap 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 100% of scholars will set reading goals and track their progress. Strategy's Expected Result/Impact: Closing the gap Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				382

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: 63% of 3rd grade students will show growth on their READING MAP.

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 Data

Strategy 1 Details	Reviews			
Strategy 1: Hays STEAM Academy will utilize High Impact Tutoring for struggling students. Strategy's Expected Result/Impact: Closing the achievement gaps 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hays STEAM Academy will increase the rigor of the content by using higher-level questioning (AVID), and exit tickets. Strategy's Expected Result/Impact: Closing the achievement gap 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				383
 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: 83% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

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: STAAR Data

Strategy 1 Details	Reviews			
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; 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 or process information 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				384
 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: Hays STEAM Academy will embed AVID best teaching strategies into daily teaching and professional development to promote and enhance academic growth for 100% of 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%, 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: Monthly AVID Site Team Meetings; Observation

Strategy 1 Details		Reviews			
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: Extension of project based learning utilizing Project Lead the Way and Engineering is Elementary. This is led by students and guided by teachers to ensure students lead change driven by community needs and improvement. 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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, Admin 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers will receive AVID Foundations Training. Strategy's Expected Result/Impact: Best Practices (Non-negotiable) Staff Responsible for Monitoring: AVID Site Team; 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: AVID Summer Institute - Title One School-wide - \$2,750	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
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; Admin	Formative			Summative
	Oct	Jan	Mar	May

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, 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: Hays STEAM Academy will provide Social Emotional Learning Curriculum a minimum of ten minutes daily to all student 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. With this in place, School Connectedness will increase from 70% to 78%.

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			
Strategy 1: 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 & 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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: Teachers, Counselor, Admin 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	Formative			Summative
	Oct	Jan	Mar	May
 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 Instructional Coach will work with 100% of teachers to interpret data, design engaging lessons, and co-plan with teachers, build/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%, 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: Coaching data tracker; closing the gap documentation such as I-station reports; Imagine Math reports; MAP reports; grade level meetings.

Strategy 1 Details	Reviews			
Strategy 1: All teachers 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 Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The Instructional Coach will work with 100% of teachers to interpret data, review lesson plans, co-plan with teachers, and build/ implement best practices in teachers. Strategy's Expected Result/Impact: Student growth in all areas Staff Responsible for Monitoring: 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Instructional Coach Salary - Title One School-wide - \$80,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Support for new teachers will include trainings focused on the Get Better Faster scope and sequence and best practices of classroom instruction found in Teach Like a Champion. This work will be led by the Instructional Coach. Follow-up observation feedback meetings will occur on a weekly basis to coach and support teachers in providing quality face-to-face instruction. Strategy's Expected Result/Impact: Quality instruction will help to increase the percentage of students performing at or above grade level. Staff Responsible for Monitoring: 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 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
 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: Effective parent engagement is crucial for the success of 100% of scholars at Hays STEAM Academy.

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: Panorama Survey, Parent Surveys, STEAM Night participation

Strategy 1 Details	Reviews			
Strategy 1: Monthly "Coffee with Leadership" 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: SAS Counselor, Leadership Title I: 2.4, 2.6, 4.1, 4.2 - 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hays STEAM Academy will plan a Culture Family Engagement night where each class represents a different culture. Scholars will educate parents and peers on food, clothing, flags, art, music, artifacts, etc. Strategy's Expected Result/Impact: All stakeholders will be educated on the importance of respecting all cultures and differences. Staff Responsible for Monitoring: Teachers, Admin Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				391

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: Student daily attendance will increase from 96.4% to 96.7%.

Indicators of Success:

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

Evaluation Data Sources: Attendance

Strategy 1 Details	Reviews			
Strategy 1: The Education Foundation Book Worm machine is utilized each 9 weeks for perfect attendance. Strategy's Expected Result/Impact: student attendance Staff Responsible for Monitoring: teachers, attendance clerk, admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Scholars will receive a "Perfect Attendance Award" at the end of each 9 weeks, names are announced each week at Rocket Launch, and names will appear on the marquee. Strategy's Expected Result/Impact: student attendance Staff Responsible for Monitoring: Teachers, Attendance Clerk, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Ireland Elementary

2023-2024 Campus Improvement Plan



Board Goals

Revised/Approved: July 28, 2023

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 K-5 achieving or exceeding their Math RIT goal will increase from 47.6% to 57%

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 Math EOY, BOY and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Consistently implement RBIS approved by district in math instruction(Savas math, IReady Math) Strategy's Expected Result/Impact: Increase percentage of K-5 students meeting math Rate of improvement goals Staff Responsible for Monitoring: classroom teachers, campus administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Grade level Team Leads will implement the data-driven instructional process, develop TEKS Knowledge through Know and Show charts, implement the coaching model of observation and feedback and analyze student work to ensure mastery of leaning objectives during weekly PLCs. Strategy's Expected Result/Impact: Isation ISIP monthly growth, Students meeting MAP goals, SCAs to meets level Staff Responsible for Monitoring: Team leads, classroom teachers, administrators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				
				394

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 K-5 achieving their RIT goal for reading will increase from 44.7% to 57%.

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 Reading BOY, MOY, EOY data

Strategy 1 Details	Reviews			
Strategy 1: Grade level 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: increased rigor in reading instruction, Month to month growth on ISIP Staff Responsible for Monitoring: Team Leads, Classroom teachers, administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs Strategy's Expected Result/Impact: Growth in Istation Reading Students meeting Istation monthly Goals Staff Responsible for Monitoring: Classroom teachers, instructional coach, administrators	Formative			Summative
	Oct	Jan	Mar	May
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 of 2024 45% of students will perform at the Meets level on 3rd -5th Grade Math STAAR.

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: 3rd - 5th Grade Math STAAR scores May 2024

Strategy 1 Details	Reviews			
Strategy 1: Grade level Team Leads will implement the data-driven instructional process, develop TEKS Knowledge through Know and Show charts, implement the coaching model of observation and feedback and analyze student work to ensure mastery of leaning objectives during weekly PLCs	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers will utilize Iready math to baseline, track and improve math skills. Strategy's Expected Result/Impact: improved math scores for 3-5 Staff Responsible for Monitoring: K-3 classroom tachers, administrators	Formative			Summative
	Oct	Jan	Mar	May
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 of 2024 50% of students will perform at the Meets level on 3rd -5th Reading STAAR.

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: 3rd-5th Grade STAAR Reading Data May 2024

Strategy 1 Details	Reviews			
Strategy 1: Grade level Team Leads will implement the data-driven instructional process, develop TEKS Knowledge through Know and Show charts, implement the coaching model of observation and feedback and analyze student work to ensure mastery of leaning objectives during weekly PLCs Strategy's Expected Result/Impact: increase rigor and alignment of reading assignments and assessments show improvement month to month on ISIP Staff Responsible for Monitoring: classroom teachers, administrators, team leads	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement tenants of reading workshop, independent sheltered reading time by student choice. 20 minutes daily. Strategy's Expected Result/Impact: increase vocabulary, reading comprehension, Staff Responsible for Monitoring: RLA teachers, administrators, instructional coach	Formative			Summative
	Oct	Jan	Mar	May
 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: Students in 3rd -5th grade scoring a 0% on constructed response writing on the STAAR RLA tests will decrease by 30% in each grade level. As evidenced by Spring 2024 STAAR Constructed Response scores 5th Grade 33% 2023 to 3% 2024, 4th Grade 50% 2023 to 20% 2024, and 3rd Grade from 38% 2023 to 8% in 2024.

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: End of Year ELAR STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Weekly lesson plans will reflect the writing process in all subjects Strategy's Expected Result/Impact: Get students writing consistently Staff Responsible for Monitoring: classroom teachers and instructional leadership	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement AVID WICOR writing strategies daily in all subjects Strategy's Expected Result/Impact: build efficacy in students writing in low stakes writing exercises Staff Responsible for Monitoring: Classroom teacher, instructional leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Daily exit tickets in written form Strategy's Expected Result/Impact: Students become comfortable writing a constructed response in class Staff Responsible for Monitoring: Teachers and instructional leaders	Formative			Summative
	Oct	Jan	Mar	May

TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments				
 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 - 2nd Grade students reading on grade level will increase from 45.6 % to 55%

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: Istation ISIP data for reading level

Strategy 1 Details	Reviews			
Strategy 1: Grade level 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: implement DDI process through PLCs with fidelity increase meets level on MAP EOY K-2 Staff Responsible for Monitoring: Classroom Teachers Team leads Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: K-2 classroom teachers and instructional coach will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 30 minutes three times a week and adhere to the ECISD ELAR Framework Strategy's Expected Result/Impact: demonstrate growth month to month on ISIP assessment increase percentage of K-2 students reading on grade level by EOY Staff Responsible for Monitoring: Classroom teachers, Team leads, administrators	Formative			Summative
	Oct	Jan	Mar	May
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: 55 Percent of K-2 students will show growth on their Reading MAP Assessments.

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: K-2 Growth Reading MAP data BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Grade level 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 weekly PLCs. Staff Responsible for Monitoring: Classroom teachers, administrators, instructional coach	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs Strategy's Expected Result/Impact: K-2 Growth Reading MAP data BOY, MOY, EOY Staff Responsible for Monitoring: classroom teachers, instructional coach, administrators	Formative			Summative
	Oct	Jan	Mar	May
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: 60 Percent of 3rd Grade students will show growth on their Growth MAP Reading Assessments

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: Growth Reading MAP data for 3rd Grade BOY,MOY,EOY.

Strategy 1 Details	Reviews			
Strategy 1: K-3 classroom teachers will target at risk populations, LLI three times a week for 20-25 minutes per group; Istation for 30 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: improved rate of improvement as evidenced by monthly ISIP scores Increase reading staar data at approaches category Staff Responsible for Monitoring: classroom teachers, team leads, instructional coach, administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Grade level 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: implement the DDI process with fidelity Staff Responsible for Monitoring: K-3 classroom teachers, instructional coach, administrators	Formative			Summative
	Oct	Jan	Mar	May
 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: 60 Percent of 3rd Grade students will perform at the Meets Level on their Reading STAAR Assessment.

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 May 2024 3rd Grade Reading

Strategy 1 Details	Reviews			
Strategy 1: K-3 classroom teachers and instructional coach will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 30 minutes three times a week and adhere to the ECISD ELAR Framework.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Grade level 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: implement DDI process with fidelity, increase alignment and rigor of lessons Staff Responsible for Monitoring: Team leads, administrators, classroom teachers	Formative			Summative
	Oct	Jan	Mar	May
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: 1st grade students will demonstrate growth in MAP Reading from 71% at or under the 40th percentile at EOY 23 to 50% showing under the 40th percentile by EOY 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 Reading Data

Strategy 1 Details	Reviews			
Strategy 1: Implement and account for all students working in Istation reading 90 minutes per week Strategy's Expected Result/Impact: Improved decoding and comprehension Staff Responsible for Monitoring: Teachers and instructional leaders TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement and maintain consistent phonics teaching in grades k-2 Use of Saxon phonics and spelling daily Strategy's Expected Result/Impact: Increase speed and efficacy of student decoding Staff Responsible for Monitoring: Classroom teachers and Instructional leaders TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implement Reading workshop with an accompanying 40 Book Reading Challenge in all grade levels. Students read by choice for a sustained amount of time to build stamina and comprehension Strategy's Expected Result/Impact: Improve reading authentically by creating life long readers Staff Responsible for Monitoring: All campus staff responsible for modeling and monitoring TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
 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: Implement AVID Strategies to promote college readiness at 100%.

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: site team checks and recommendations, planners, note taking journals

Strategy 1 Details	Reviews			
Strategy 1: WICOR writing concepts applied across subject matter and practiced daily especially grades 3-5 Strategy's Expected Result/Impact: Improved writing skills as evident on STAAR constructed response data. Staff Responsible for Monitoring: Classroom teachers directly implement through writing workshop, admin to ensure consistent application in the classroom TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement AVID note taking strategies in the classroom , 3 column, cornel and graphic notes Strategy's Expected Result/Impact: Better retention and organization of materials Staff Responsible for Monitoring: Classroom teachers implement, admin ensures fidelity in classroom activity TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Promote organization and communication through use of daily AVID planners Strategy's Expected Result/Impact: Better organization and communications with parents about current TEKS, learning objectives, and assignments or tasks due Staff Responsible for Monitoring: Classroom teachers check planners daily , admin spot check consistently, AVID site team visits ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				
				406

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 On Panorama Survey data to reflect an increase from 47% to 65%

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: Fall and Spring Panorama data reports

Strategy 1 Details	Reviews			
Strategy 1: Create and consistently adhere to Threshold routines , meeting students at the door, greetings students , praise by accomplishment Strategy's Expected Result/Impact: Encourage warm relationships between students and adults Staff Responsible for Monitoring: classroom teachers, admin, all staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: SEL lessons implemented daily as whole school initiative Strategy's Expected Result/Impact: create healthy mindsets in students and staff Staff Responsible for Monitoring: Classroom teachers, school counselor, admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Daily announcements and weekly celebrations video Strategy's Expected Result/Impact: Increase morale and create a culture of celebration and unity. Staff Responsible for Monitoring: classroom teachers, Technology leader, admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 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: Student daily attendance will increase from 91% to 95%

High Priority

Indicators of Success:

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

Evaluation Data Sources: Monthly attendance dashboard, daily average attendance in school status, truancy contacts

Strategy 1 Details	Reviews			
Strategy 1: Encourage regular student attendance through Parent education; Parent Orientation, and PTA general assemblies will include attendance data and research on attendance and how it correlates to student success Strategy's Expected Result/Impact: Make parents more aware and responsible for student attendance Staff Responsible for Monitoring: Classroom teachers, admin, ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Weekly attendance celebrations shared through weekly celebrations video for whole school. Best attendance average by class earns popsicles and popcorn with the Principals Strategy's Expected Result/Impact: Create excitement and competition between classes to encourage attendance Staff Responsible for Monitoring: Classroom teachers, admin, counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Monthly most improved attendance per class celebrations noted on Celebrations video- Pass a Most Improved Trophy to stay with the class until the next month Strategy's Expected Result/Impact: Create excitement and competition to encourage classes struggling with	Formative			Summative
	Oct	Jan	Mar	May

attendance numbers to strive for most improved; Increasing overall attendance Staff Responsible for Monitoring: Classroom teachers, office staff, admin ESF Levers: Lever 3: Positive School Culture				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
Lyndon B. Johnson Elementary
2023-2024 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 percentage of students K-5 achieving or exceeding their MATH RIT goal will increase from 62% to 67%.

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: MAP Data

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, Formative Loop, Imagine Math, Do the Math, Get More Math-Free Pilot, Lonestar Math, and I-Ready. Strategy's Expected Result/Impact: The results of completing this strategy will ensure that students are showing growth and becoming proficient in mathematics. This will ensure that students met growth expectations on MAP and proficiency on STAAR. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Formative Loop - Title One School-wide - \$3,500				

Strategy 2 Details		Reviews			
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. Do the Math will be observed by the administrative team for implementation fidelity. Strategy's Expected Result/Impact: Teachers will ensure that the 75% of all learning gaps in math are filled in. This will ensure that growth is evident on MAP and STAAR. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: 100% of all math teachers will be trained on problem solving strategies. Math teachers in grades 2nd-5th 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: Students will be able to properly analyze math word problems and apply to real life scenarios. With Imagine Math, students will be consistently filling in the learning gaps. This will ensure that students show growth on MAP and proficiency on STAAR. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, and TRT, Ms. Pamela Templin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Teachers will work to prepare lessons that include manipulatives for all lessons that can utilize manipulatives. Teachers will conduct TEKS research on which lessons can utilize manipulatives. Teachers will ensure that all special education students have manipulatives available for all lessons that can utilize manipulatives. Teachers will also prepare lessons that will include supplemental aides. Teachers will conduct TEKS research on which lessons can have a supplemental aide. Teachers will ensure that all special education students have supplemental aides daily for their lessons. Strategy's Expected Result/Impact: Special education students will show growth on MAP and the majority of the students will exit Do Not Meets band on STAAR to the Approaches or above band. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
 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 K-5 achieving or exceeding their READING RIT goal will increase from 56% 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%

Evaluation Data Sources: NWEA MAP, I-Station ISIP, and Universal Screener

Strategy 1 Details		Reviews			
Strategy 1: All reading teachers will be trained on the Science of Reading (SOR) during preservice training. Teachers will be provided with a book study titled, "Shifting the Balance." Teachers will revisit this professional development three times during the year. Strategy's Expected Result/Impact: Teachers will have a clear understanding of how to teach reading and best practices so that this instruction can be delivered to students. It is expected that students will show growth on MAP and proficiency on STAAR. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Science of Reading Professional Development - Title One School- Improvement		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: All students will be required to participate with I-Ready Online. Students will be required to complete 25 minutes per day. Teachers will monitor students' progress and set bi-weekly goals for students. Students will also be required to complete up to 90 minutes of I-Station, depending on their Tier level each week. Students will be required to complete AR and MyOn test as outlined by the recommended number of books per week. Strategy's Expected Result/Impact: It is expected that students will show growth on MAP and proficiency on STAAR. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: AR and MyOn - Title One School- Improvement - \$20,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
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. Teachers will focus on the RACE and RACER strategies. Strategy's Expected Result/Impact: Students will submit writing tasks on topic and logical that follows the RACE and RACER strategy. Students will score at least a 6 or above on the STAAR writing components. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Teachers will continue to utilize the HMH curriculum items. Teachers will also conduct guided reading daily. Teachers will also conduct LLI groups during the Knights of the Round Table time. Teachers will also pull small groups twice per week for students on Level 2 and Level 3 on I-Station for I-Station lessons. Strategy's Expected Result/Impact: Students will show growth on NWEA MAP and proficiency on STAAR reading. Significant gaps will be closed. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 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 of 2024, 34% of students will perform at the Meets level in 3rd-5th Math STAAR.

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: NWEA MAP, I-Ready Data, TEA STAAR Interim, STAAR End of Year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3rd-5th Grade students will be required to utilize: Formative Loop, Lonestar Math, Get More Math, Lowman, Countdown to STAAR, Envision, Do the Math, and I-Ready daily. Envision and I-Ready will be monitored daily by administration for fidelity checks. Targeted students will also have access to High Impact Tutoring in Math. Strategy's Expected Result/Impact: With High Quality Instructional Material being utilized daily, students will have numerous opportunities to interact with the TEKS and multiple opportunities to work in specific content. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 of 2024, 42% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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: NWEA MAP, I-Station ISIP, Universal Screener, TEA Interim Assessments, STAAR End of Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 3rd-5th grade students will engage in the use of: HMH, I-Ready, AR/MYOn, and NewsELA on a daily basis. 20 to 30 minutes per day will be dedicated to grammar skills outside of composition writing. Higher performing readers will engage in text 2-3 years above grade level daily. Strategy's Expected Result/Impact: Students will gain stamina as well as higher levels of performance on reading. This will result in the majority of our students becoming proficient in reading. All High Qualify Instructional Material usage will be monitored daily by administration to ensure fidelity. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details		Reviews			
Strategy 2: All students in grades K-5th will be monitored bi-weekly on reading growth using the universal screener. Teachers will know that the goal is for each student to show growth every two weeks. Strategy's Expected Result/Impact: Continuous progress monitoring will ensure that all students are on track to become proficient readers. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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- 2nd grade students reading on grade level will increase from 58% to 63%.

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%, 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: Universal Screener, NWEA MAP, I-Station

Strategy 1 Details	Reviews			
Strategy 1: All K-2nd grade teachers will be trained on Saxon Phonics. Saxon Phonics will be utilized daily for 30 minutes in all K-2nd grade reading classes. Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Guided reading will continue in grade K-2nd 5 days per week. Teachers will be required to document all guided reading lessons and groups within their lesson plans. Administration will observe these groups weekly. Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: All K-2nd grade classes will continue with Frog Words. Teachers will conduct three assessments during the year to track progress of high frequency words. High Frequency Word recognition will be a requirement for promotional consideration. Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will be capable of reading on grade level thus preparing them for the next grade level. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mrs. Olivia Bowers, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
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: 68% of K-2 students will show growth on their READING MAP ASSESSMENT.

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%, 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			
Strategy 1: Teachers will engage in conducting guided reading groups daily. I-Station, Tier 2 and Tier 3 students will have guided reading 4 days per week. Tier 1 will have guided reading 5 days per week. Tier 4 and 5 students will have guided reading check ins 2 days per week. Strategy's Expected Result/Impact: Students will show growth on MAP Reading and I-Station bands. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Olivia Bowers, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Teachers will ensure that students complete one NWEA MAP Skills lesson from the MAP NWEA practice each week. Teachers will document student's progress in the MAP NWEA Grid. Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students		Formative			Summative
		Oct	Jan	Mar	May

will be capable of reading on grade level thus preparing them for the next grade level. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Olivia Bowers, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 3: 63% of 3rd grade students will show growth on their READING MAP.

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, I-Station ISIP

Strategy 1 Details		Reviews			
Strategy 1: Teachers will engage in conducting guided reading groups daily. I-Station, Tier 2 and Tier 3 students will have guided reading 4 days per week. Tier 1 will have guided reading 5 days per week. Tier 4 and 5 students will have guided reading check ins 2 days per week Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students will also show proficiency on STAAR Reading. Students will be capable of reading on grade level thus preparing them for the next grade level. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Jessie Young, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Teachers will ensure that students in 3rd grade will have a strong phonics and phonemic awareness routine embedded within their daily instruction. 3rd grade teachers will also dedicate time daily for fluency probes. Strategy's Expected Result/Impact: Students will show significant growth on NWEA MAP in Reading. Students		Formative			Summative
		Oct	Jan	Mar	May

will also show proficiency on STAAR Reading Students will be capable of reading on grade level thus preparing them for the next grade level. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCL Jessie Young, Special Education Teachers-Ms. April Dominguez and Mrs. Jennifer Hightower TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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: 43% of 3rd grade students will perform at the MEETS level on their READING STAAR 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%, 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: NWEA MAP, I-Station ISIP, Universal Screener, TEA Interim Assessments, STAAR End of the Year

Strategy 1 Details		Reviews			
Strategy 1: Students will engage in guided reading 4 days per week. On Fridays, students will work on I-Station Scripted Lessons. Strategy's Expected Result/Impact: It is expected that students will be engaged more in the small groups. Students will have targeted instruction on their level. This will increase reading abilities, thus improving results on STAAR Assessments. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Students will engage in utilizing: Social Studies Weekly Readers in grades 1st-5th. Students will analyze and annotate these readings so that they will engage in non-fiction series. Students will also engage in one article per week from NewsELA in subjects of Reading, Science, and Social Studies. Strategy's Expected Result/Impact: Students will be allowed to explore more non-fictional, informational text. Students will be engaged in cross curriculum readings that will ensure that students have exposure to all types of readings. This will result in students showing more knowledge on content, thus improving reading scores. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, Mrs. Olivia Bowers, TRT, Ms. Pamela Templin, Mrs. April Dominguez, Special Education Resource Teacher, and Mrs. Jennifer Hightower, Dyslexia Teacher 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 3rd-5th grade students will utilize Avid planners to promote college readiness.

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: Observations of Avid Planners and Interactive Notebooks

Strategy 1 Details		Reviews			
Strategy 1: Students in grades 3rd-5th will utilize Avid planners for organizational purposes. Teachers will be trained on the use of Avid Planners. Strategy's Expected Result/Impact: AVID helps students become more organized by using a planner. It also encourages students to answer higher-level thinking questions and develop college-level writing skills. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, MCLs, Mr. Brooke Sparkman, Mrs. Madison Ross, Ms. Jessie Young, and TRT, Ms. Pamela Templin ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Avid Planners - Title One School- Improvement - \$1,300		Formative			Summative
		Oct	Jan	Mar	May
		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 panorama data will increase from 63% to 68%

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: Teachers will continue to engage students with 7 Mindsteps lessons at least twice per week. Teachers will also conduct Mindful Minutes at least twice per day. Strategy's Expected Result/Impact: Students will be able to engage in Social Emotional Learning that in turn will allow them to regulate self. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Counselor, Tatiana Helguera ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
 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: Student daily attendance will increase from 92.2% to 95%.

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: School Status and Weekly attendance rates from Scott Randolph

Strategy 1 Details	Reviews			
Strategy 1: Students will be given one Live School point for daily attendance. Students that receive 29-30 points per month for attendance will receive an incentive during lunch time. Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Parents will be notified at the beginning of the school year that anything over 10 absences will result in the student having to attend summer learning to make up the time lost due to absences. Parents and students will sign a learning compact that will discuss attendance requirements. Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Frequent reminders and classes on the importance of attendance will be given every quarter during parent nights, parent meetings, and parent conferences Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Create attendance board on every hallway that discusses the attendance rates. Grade levels with highest monthly attendance will be rewarded. Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Follow the protocol from School Randolph, Director of Community Support Services, on attendance reporting and documentation. Strategy's Expected Result/Impact: Attendance will rise for the campus. Students that attend school more regularly will have higher academic achievement. Staff Responsible for Monitoring: Dr. Zenovia Crier, Principal, Mr. Robert Whatley, Assistant Principal, Ms. Suhey Chavez, Attendance Clerk TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				
				431

Ector County Independent School District
Barbara Jordan Elementary
2023-2024 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 percentage of students in grade K-5 achieving or exceeding their MATH RIT goal will increase from 57% to 60%.

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			
Strategy 1: Teachers will use 2022 - 2023 EOY MAP scores to determine students gaps and create intervention plans in order to close student learning gaps. Teachers will use individual student data trackers throughout the BOY, MOY, and EOY MAP Math cycles to show student growth. Strategy's Expected Result/Impact: Students will close gaps and improve their math scores on MAP and STAAR. Staff Responsible for Monitoring: Campus administration and Instructional Coach Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. Staff Responsible for Monitoring: Campus administration and Instructional Coach Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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 K-5 achieving or exceeding their READING RIT goal will increase from 47% to 60%

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			
Strategy 1: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation. Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension. Staff Responsible for Monitoring: Campus administration, Instructional Coach and Teachers Title I: 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors and aides to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach, Teachers, Tutors and Aides Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 50% of students will perform at the Meets level in 3rd-5th Math STAAR.

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 and MAP.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. Staff Responsible for Monitoring: Campus administration and 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: 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, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations Staff Responsible for Monitoring: Campus administration and Instructional Coach Title I: 2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Jordan will hire certified tutors to work with grade levels 3-5 in reading and math, 3 times per week. Strategy's Expected Result/Impact: 50% of students will move from approaches to meets on STAAR. Staff Responsible for Monitoring: Campus administration, teachers and Instructional Coach Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Two certified tutors - Title One Instructional Continuity - \$27,000	Formative			Summative
	Oct	Jan	Mar	May
 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 of 2024, 50% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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 and MAP.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. Staff Responsible for Monitoring: Campus administration and Instructional Coach Title I: 2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation. Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension. Staff Responsible for Monitoring: Campus administration, Instructional Coach and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
				438

Strategy 3 Details	Reviews			
Strategy 3: All classroom will have their technology updated, moving from Smartboards to Prometheans. Strategy's Expected Result/Impact: Increase in teacher/student engagement and improvement in Tier 1 instruction. Staff Responsible for Monitoring: Campus administration, Instructional Coach and Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title One School- Improvement	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Jordan will hire certified tutors to work with grade levels 3-5 in reading and math, 3 times per week. Strategy's Expected Result/Impact: 50% of students will move from approaches to meets on STAAR. Staff Responsible for Monitoring: Campus administration, teachers and Instructional Coach Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Two certified tutors - Title One Instructional Continuity - \$27,000	Formative			Summative
	Oct	Jan	Mar	May
 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: 60% of 3rd grade students will show growth on their Reading 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: MAP, SCA, Walkthrough Data, Intervention Groups

Strategy 1 Details		Reviews			
Strategy 1: 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, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations Staff Responsible for Monitoring: Campus administration and Instructional Coach Title I: 2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. Staff Responsible for Monitoring: Campus administration and 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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: 55% of 3rd grade students will perform at the Meets level on their reading STAAR assessment.

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, Benchmark, SCA, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 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, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations Staff Responsible for Monitoring: Campus administration and Instructional Coach Title I: 2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use MAP, SCA, and STAAR interims data for lesson planning, development of reteach models, small group intervention, tutoring plans during PLC meetings with Instructional Coach and Campus Administration. Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. Staff Responsible for Monitoring: Campus administration and 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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 Kindergarten- 2nd grade students reading on grade level will increase from 55% to 60%.

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			
Strategy 1: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors and flex aides to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students who are struggling will participate in intervention weekly via teachers, day tutors, and FEV 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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 55% of K-2 students will show growth on their READING 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%

Evaluation Data Sources: MAP scores

Strategy 1 Details	Reviews			
Strategy 1: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors and flex aides to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students who are struggling will participate in intervention weekly via teachers, day tutors, and FEV 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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 3rd-5th grade students will utilize AVID planners to promote college readiness.

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: Walkthroughs by Admin and Leadership to verify use.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive training and expectations for AVID binder set up and organization. Strategy's Expected Result/Impact: Walkthroughs will move to showing more students engaged and organized. Staff Responsible for Monitoring: Assistant Principal and Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The administration will conduct weekly walkthroughs to audit consistent binder usage. Strategy's Expected Result/Impact: Students will demonstrate mastery of AVID binder organizational skills and strategies. Staff Responsible for Monitoring: Assistant Principal and Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 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: School connectedness Panorama data will increase from 64% to 75%.

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			
Strategy 1: School counselor and teachers will implement daily SEL lessons (7 Mindsets) every morning from 7:30-8:00 am to increase school connectedness, culture, attendance and overall student engagement. Strategy's Expected Result/Impact: Increase in school connectiveness. Staff Responsible for Monitoring: Counselor, Assistant Principal Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Jordan will conduct three content nights to include Science, Reading and Math. Strategy's Expected Result/Impact: Increase parent engagement with campus and close the engage gaps with parents and school.	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Counselor, and Administration Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies for content nights - Title One School-wide - \$2,000				
 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 3: Student daily attendance will increase from 93% to 95%.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Daily Attendance: SchoolStatus Daily Reports, District Attendance Awards

Strategy 1 Details	Reviews			
Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truanancies. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers Title I: 2.6, 4.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance Awards and Celebrations will be done every nine weeks to promote and celebrate attendance. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
Lamar Early Education Center
2023-2024 Campus Improvement Plan



**“GNOME”body does
PreK like LAMAR**

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: 90% of Pre-K 4 students will be able to rote count to 30 on 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 Teachers and Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: A focused review of students' performance on CLI Math will be conducted at the end of the BOY cycle to address needs in particular areas within the math assessment. Strategy's Expected Result/Impact: Student progress in math development Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: New teachers and Instructional Facilitators will receive coaching from the Region 18 EC Specialist in order to learn and strengthen PK Math instruction. Strategy's Expected Result/Impact: Students will leave PK ready for Math Instruction in Kindergarten Staff Responsible for Monitoring: Administrators Funding Sources: Coaching from Region 18 - Title One School-wide - \$14,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Two Instructional Assistant positions will be added to assist with small groups, challenging behaviors and toilet training issues that arise in the the PK classrooms daily. Strategy's Expected Result/Impact: Teachers will be able to focus on and deliver high-quality instruction daily. Staff Responsible for Monitoring: Administrators Funding Sources: Two full-time instructional aide positions - Title One School-wide - \$58,000	Formative			Summative
	Oct	Jan	Mar	May
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: Lamar EEC campus administrators will do 10 documented walk-throughs a week to observe and ensure Prekindergarten standards are taught at rigorous levels to prepare scholars for success in STAAR Meets and Masters.

Indicators of Success:

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

Evaluation Data Sources: Classroom Observations, Walk-throughs, Lesson Plans

Strategy 1 Details	Reviews			
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 and Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 Funding Sources: Mini Photo Printers, Cardstock, book binding combs and Printer Ink to print books. - Title One School-wide - \$3,500	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

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 PK4 students will have an increase of at least one instructional level on Istation performance from October 2023 to May 2024.

Indicators of Success:

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

Evaluation Data Sources: IStation (BOY, MOY, EOY)

IStation monthly assessments

IStation lessons

Strategy 1 Details	Reviews			
Strategy 1: All students will be assessed monthly using istation. Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will track progress monthly and disaggregate data during PLC's. Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and receive intervention as needed. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be given the opportunity to observe high quality literacy implementation on campus. Strategy's Expected Result/Impact: Teachers will feel empowered to implement high quality literacy activities with their students. Staff Responsible for Monitoring: Administrators and Classroom Teachers	Formative			Summative
	Oct	Jan	Mar	May
 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: 90% of Pre-K 4 students will be able to produce 26 letter sounds by the end of the 2023-2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Campus Administrator will conduct weekly walkthrough observations/coaching sessions and provide effective feedback related to Prekindergarten Best Practices Strategy's Expected Result/Impact: Teachers will feel supported and student achievement will increase Staff Responsible for Monitoring: Campus Administrator and Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 Station Data

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize digital music throughout the day so support student learning through songs and rhymes. Strategy's Expected Result/Impact: Students will receive additional support in the area of phonological awareness through music and songs. Staff Responsible for Monitoring: Administrators Funding Sources: Digital Music Packs - Title One School-wide - \$2,900	Formative			Summative
	Oct	Jan	Mar	May
 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 88.8% to 95% by the end of the 2023-2024 school year.

Indicators of Success:

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

Evaluation Data Sources: Weekly Attendance Dashboard

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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 Funding Sources: Safe Place materials - Title One School-wide - \$4,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Professional Development-Conscious Discipline Coaching - Title One School-wide - \$25,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training (Feeling Buddies, Elevate, Creating the School Family, Conscious Discipline for Administrators, Summer Institute) 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 - \$16,878	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: All staff will participate in training to develop strategies to deal with upset and anger and rage. Strategy's Expected Result/Impact: All staff will feel empowered with strategies to work with students who display large outbursts and behavior issues. Funding Sources: Responding to Rage and Handling Upset E-Course, Books to use with e-learning - Title One School-wide - \$2,800	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Lamar administrator and staff will discuss importance of regular attendance during Meet the Teacher, Parent Conferences, all Parent Engagement Activities, 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, Counselor, Teachers, and Attendance Clerk	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Students will participate in hands-on learning that will be fun and engaging and support the desire for them to attend school every day Staff Responsible for Monitoring: Administrators, Teachers, Attendance Clerk Funding Sources: - Title One School-wide - \$11,000	Formative			Summative
	Oct	Jan	Mar	May
 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			
Strategy 1: Lamar will conduct Conscious Discipline Parent Training monthly throughout the school year. 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: Materials for parents to do Conscious Discipline make and take activities - Title One School-wide - \$2,166	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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, Transportation Parade, Valentines' Day Dance, P.S. I Love You, and Eggstravaganza 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Lamar will promote the campus Parent Resource Library so parents will have access to high-quality Prekindergarten learning games and activities Strategy's Expected Result/Impact: Resource Materials will be utilized by parents and students at home. Staff Responsible for Monitoring: Library clerk	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Ector County Independent School District

Milam Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B



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 40% to 60% by May 2024.

Performance Objective 1: MATH MAP - The percentage of students meeting their projected growth will go from 54% of all students at Milam to 65% of all students 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			
Strategy 1: Small group instruction, interventions, and 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Air Tutoring will be offered to all students who DID NOT MEET grade level standards on STAAR in grades 3-5, and who fall below the 40th percentile in MAP in grade 2. Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading, and students will achieve approaches or above in STAAR. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 40% to 60% by May 2024.

Performance Objective 2: READING MAP - The percentage of students meeting their projected growth will go from 51% of all students at Milam to 65% of all students 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: AIR Tutoring will be offered to all students performing in the 40th percentile on MAP in grade 2, and students who DID NOT MEET grade level standards in grade 3-5 on STAAR. Strategy's Expected Result/Impact: MAP Scores will show one years growth for students who receive interventions in reading, Students will achieve approaches or higher on STAAR. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				464

Strategy 3 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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 40% to 60% by May 2024.

Performance Objective 3: STAAR MATH "Meets" percentages will increase from 44% (2023 STAAR) to 60% as measured by the 2024 STAAR assessment.

3rd Grade Math from 38% to 58%

4th Grade Math from 48% to 62%

5th Grade Math from 46% 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			
Strategy 1: Milam will utilize the district Math curriculum, Lonestar Math, and Lead4Ward resources to deliver high-quality instruction in all math classrooms. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Milam will utilize iReady and Math Academy 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Milam will recognize students in the main hallway on an "iReady" and "Math Academy" 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, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
 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 40% to 60% by May 2024.

Performance Objective 4: STAAR READING "Meets" percentages will increase overall from 40% (2023 STAAR) to 60% as measured by the 2024 STAAR assessment.

- 3rd Grade Reading from 43% to 60%
- 4th Grade Reading from 46% to 60%
- 5th Grade Reading from 51% 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%, 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			
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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Milam will recognize students achieving Level 3 or higher on their iStation assessments every month 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Milam will effectively utilize and implement the ECISD HMH curriculum and our Saxon 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 Staff Responsible for Monitoring: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Milam's Instructional Coach will be pulling students who DID NOT MEET grade level standards for additional targeted interventions in reading twice a week during PE time. 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 Staff Responsible for Monitoring: Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 40% to 60% by May 2024.

Performance Objective 5: 5th Grade STAAR (Science) "Meets" percentages will increase 15-20% by the 2024 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			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 51% to 65% or above by May 2024.

Performance Objective 1: In grades K-2 the ROI for iStation reading in all classrooms will show moderate to high growth 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%

Evaluation Data Sources: iStation

Strategy 1 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Milam will effectively utilize and implement the ECISD HMH and Saxon 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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	Formative			Summative
	Oct	Jan	Mar	May
 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 51% to 65% or above by May 2024.

Performance Objective 2: The percentage of students in grades K-2, meeting their projected growth in Reading MAP, will increase from an average of 47% to an average of 60% 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 Growth Assessment

-I-Station Reading

Strategy 1 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Milam will effectively utilize and implement the ECISD HMH and Saxon 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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	Formative			Summative
	Oct	Jan	Mar	May
 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 51% to 65% or above by May 2024.

Performance Objective 3: The percentage of students in 3rd Grade, meeting their projected growth on their Reading MAP assessment, will increase from an average of 63% to and average 75% by May 2024.

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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum and Sirius. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 51% to 65% or above by May 2024.

Performance Objective 4: Milam's percentage of 3rd grade students achieving the meets or exceeds standard in reading on STAAR will increase from 43% to 60% by May of 2024.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Accelerated Reading Program - Renaissance - Title One School-wide - \$8,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Milam will effectively utilize and implement the ECISD HMH curriculum and Sirius. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: Student Connectedness Panorama Data will increase from 65% to at least 75% by May 2024.

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: Teachers will use the Big Rocks hierarchy of management to improve classroom management and culture. Strategy's Expected Result/Impact: All adults and students Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Conscious Discipline strategies to improve student behavior. Strategy's Expected Result/Impact: All adults and students Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				482

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize the 7 Mindsets platform to teach SEL lessons to support students social and emotional needs. Strategy's Expected Result/Impact: All adults and students Staff Responsible for Monitoring: Admin, Instructional Coach, and Teachers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 2: The Staff Belonging percentage in our Panorama data will improve from 68% to 75% by May of 2024.

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: Milam will provide more opportunities for the adults at our school to connect and work through conflicts. Strategy's Expected Result/Impact: All adults on campus Staff Responsible for Monitoring: Admin, Front Office, IC TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Milam will provide more opportunities at Milam for staff to be more familiar with each other and understand each others individual needs (especially support needs), and the best way for each staff member to receive feedback. Strategy's Expected Result/Impact: All staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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 3: Milam's teacher retention rate will remain above 90% for the 24-25 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: End of Year Teacher Retention Rate

Strategy 1 Details	Reviews			
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 -iReady/Math Academy 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
		 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: We will go from 75% to 100 % of Milam students will using AVID Planners daily in grades K-5 to teach students to track/improve learning, assignments, and 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. Strategy's Expected Result/Impact: Student attendance will be positively impacted an remain above 95% all year.	Formative			Summative
	Oct	Jan	Mar	May
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 5: 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

-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				

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: Milam will provide a safe and supportive learning environment and maintain an attendance average of 96% or above during the 2023-24 school year. Attendance will go from 95% to 97% by May of 2024.

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			
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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
Nimitz Middle School
2023-2024 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 percentage of students achieving or exceeding their Reading projected MAP growth will increase from 55% to 65 % in the 2023 -2024 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			
Strategy 1: New teachers will continue to receive training in the DDI process and protocols and all teachers will use the DDI process. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 Math projected MAP growth will increase from 55% to 70% in the 2023-2024 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: EOY MAP data

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				496

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% to 65% by the 2023-2024 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. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans. 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 TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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 47% 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. 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. Staff Responsible for Monitoring: Administrators, Instructional Coach, MCL's, Teachers, Classroom Teachers, Opportunity Culture Teams ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will embed rigorous high level thinking questions in their weekly lesson plans. 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. 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 AVID

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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: Nimitz will raise the Connectedness Indicator within Panorama from 38% 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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 33% to 45% 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Continue/Modify

Discontinue

Ector County Independent School District
Noel Elementary
2023-2024 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 2024, 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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 - Title One School-wide - \$30,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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 2024, 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			
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: Engaging lessons will improve MAPS scores TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				
				508

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 2024 4th Grade Reading STAAR meets scores will increase from 19% to 29%, Masters will increase from 7% to 17%.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 2024, 5th Grade Math STAAR meets scores will increase from 48% to 58%, Masters will increase from 14% 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			
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 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 and administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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			
Strategy 1: According to the MAP Reading Growth Assessment, the number of 3rd grade students meeting or exceeding their growth goals will increase from 52% to 62%. 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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 54% to 64%. 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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: With the Multi-Classroom Leaders, Reach Associates and added Master Team Reach Teachers , more 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 Master Team Reach Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Title One School-wide - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
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 2024 3rd Grade Reading STAAR Meets scores will increase from 24% to 34%, Masters scores will increase from 3% to 8%.

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			
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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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			
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 iStation, and I-Ready Math. They will target their growth and work on areas of need. Staff Responsible for Monitoring: Classroom Teachers Multi-Classroom Leader TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze student data to plan intervention with students in small group instruction. Strategy's Expected Result/Impact: Through intervention with students in small group instruction, students will show growth and improvement. Staff Responsible for Monitoring: Teachers, MCLs, administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: Noel will continue to utilize Social Emotional Learning focused strategies to increase college, career, and military readiness by improving our attendance rate from 93% to 95%

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

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students in all special populations will be included in tutoring and intervention during and after school. Strategy's Expected Result/Impact: Through tutoring and intervention, teachers will target student needs to target growth and progress. Staff Responsible for Monitoring: teachers, MCLs, and administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 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%, 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			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
New Tech Odessa High School
2023-2024 Campus Improvement Plan



Board Goals

Board Goal 1: 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 of 2024, 60% of students will perform at the Meets level in Algebra 1 STAAR EOC.

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, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. Strategy's Expected Result/Impact: Improvement in Tier 1 instruction Staff Responsible for Monitoring: Principal, Dean of Students TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. Strategy's Expected Result/Impact: Increase student performance on Algebra 1 STAAR EOC	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, 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: 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 of 2024, 88% of English 1 students and 80% of English 2 students will perform at the Meets level in English 1 and English 2 STAAR EOC.

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, NWEA MAP, Short Cycle Assessments

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leadership review and disaggregate data to track and monitor the progress of all students and provide teachers with feedback. Strategy's Expected Result/Impact: Improvement in Tier 1 instruction Staff Responsible for Monitoring: Principal, Dean of Students TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data driven instruction planning process, individually and in PLCs, to analyze data and identify trends in student misconceptions and plan for reteach. Strategy's Expected Result/Impact: Increase student performance on English 1 and English 2 STAAR EOC Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 1: 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: The percentage of students meeting or exceeding the growth target will increase 79% to 84% as measured by 2024 STAAR.

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

Strategy 1 Details	Reviews			
Strategy 1: Campus instructional leaders will review and disaggregate data to track and monitor the progress of all students and provide feedback. Strategy's Expected Result/Impact: Improve Tier 1 instruction and increase in percentage of students who meet or exceed STAAR progress measure. Staff Responsible for Monitoring: Principal, Dean of Students TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implement PLC schedule for teachers to facilitate recurring data meetings. Strategy's Expected Result/Impact: Support and build effectiveness of teachers in disaggregating student data. Staff Responsible for Monitoring: Principal, Dean of Students TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: 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: The percentage of English 1 and English 2 students achieving or exceeding their READING RIT goal will increase from 48% to 53%.

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: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding individual growth on EOY MAP Reading RIT Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Reading scores to show improvement. Strategy's Expected Result/Impact: Increase in MAP Reading RTI in each MAP administration Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 1: 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: The percentage of Algebra 1 students achieving or exceeding their MATH RIT goal will increase from 47% to 53%.

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: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Implement a student data tracking system for students to foster ownership and goal setting. Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding individual growth on EOY MAP MATH RIT Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: NTO will track data progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement. Strategy's Expected Result/Impact: Increase in MAP Math RTI scores in each MAP administration Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Board Goal 2: 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: 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: Student daily attendance will increase from 95% to 97%.

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			
Strategy 1: Track and analyze attendance data consistently to address individual student attendance. Strategy's Expected Result/Impact: Increase campus attendance percentage through individual students. Staff Responsible for Monitoring: Attendance clerk, Principal, Dean of Students, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance clerk will contact with family/parent when students reach 5 absences, and administration will create a plan for students with 8 absences to increase attendance. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Attendance clerk, Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 3: 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: School Connectedness panorama data will increase from 48% to 55%.

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

Strategy 1 Details	Reviews			
Strategy 1: NTO will proactively build relationships and enhance communication with students and families through multiple forms, such as device meetings, open house, SchoolStatus, NTO's website, social media, and parent meetings. Strategy's Expected Result/Impact: An increase of 7% in student connectedness as measured in the Panorama surveys. Staff Responsible for Monitoring: Principal, Dean of Students, Facilitators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implementation of SEL curriculum using 7 Mindsets school wide. Strategy's Expected Result/Impact: Increase in student emotional and academic well being. Staff Responsible for Monitoring: Counselor, Administration, Teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Board Goal 3: 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 percentage of students who meet at least one CCMR accountability indicator will go from 86% to 90%.

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: On Data Suite, TSIA, Dual Credit, Advance Placement, SAT

Strategy 1 Details	Reviews			
Strategy 1: Counselor and Administration will disaggregate data to identify students who have not met CCMR accountability. Strategy's Expected Result/Impact: Increase the campus CCMR accountability. Staff Responsible for Monitoring: Counselor, Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Counselor will meet with students to create a plan to ensure students are in correct courses or registered for SAT/TSIA assessments. Strategy's Expected Result/Impact: Increase campus CCMR accountability Staff Responsible for Monitoring: Counselor, Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 3: 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: NTO will maintain a 100% graduation rate for the class of 2024.

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			
Strategy 1: Campus leaders will track and monitor students in order to intervene when students show early signs of attendance, behavioral concerns, and academic concerns. Strategy's Expected Result/Impact: Maintain graduation rate by identifying students that are struggling and assisting with concerns Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor, Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide individual support for students who have fallen off track and a creation of a plan will be created that leads to graduation. Strategy's Expected Result/Impact: Maintain graduation rate Staff Responsible for Monitoring: Teachers, Attendance Clerks, Counselor, Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Odessa Collegiate Academy

2023-2024 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 for the District from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: OCA will increase the percent of students end of year Reading RIT score (Growth in MAP scores of met or exceeded individual growth projections) based on end of year MAP testing from 63% to 75%.

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 Beginning, Middle, and End of Year Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, 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) TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				536

Strategy 3 Details		Reviews			
Strategy 3: Increased tutoring (FEV tutoring and after school tutoring with ELA or Reading 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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 Math RIT score (Growth in MAP scores of met or exceeded individual growth) based on end of year MAP testing from 63% to 70%.

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			
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, 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) TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Increased tutoring (FEV tutoring and after school tutoring with Math 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		Formative			Summative
		Oct	Jan	Mar	May
 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 3: The percentage of English I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 40% to 45%.

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%, 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 May 2024 Results

Strategy 1 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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. Students will also track their own data as they progress through the year. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: The percentage of English II EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 21% to 30%.

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: STAAR EOC May 2024 Results

Strategy 1 Details	Reviews			
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 STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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. Students will also track their own data as they progress through the year. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Teachers, Instructional Leadership, Instructional Coach TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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 Algebra I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 23% to 30%.

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%, 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 May 2024 Results

Strategy 1 Details	Reviews			
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 STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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. Students will also track their own data as they progress through the year. Strategy's Expected Result/Impact: Increased 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 6: The percentage of Biology EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 29% to 35%.

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: STAAR EOC May 2024 Results

Strategy 1 Details	Reviews			
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 STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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. Students will also track their own data as they progress through the year. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Teachers, Instructional Leadership, Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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 7: The percentage of U.S. History EOC testers achieving Meets will remain at 95% or higher and will improve for Masters from 37% to 45%.

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: STAAR EOC May 2024 Results

Strategy 1 Details	Reviews			
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 STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Being that U.S. History is taught by various Odessa College Professors, OCA Social Studies teachers will review and re-enforce US History concepts with students during the 2nd Semester during Lunch Advisories and during AVID classes. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership, Social Studies Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: OCA Leadership will meet with Odessa College U.S. History Professors to ensure important U.S. History concepts, events, dates, significant people, and eras are taught so that students are prepared for the U.S. History STAAR EOC test. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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.

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 increase School Connectedness from 56% (May 2023) to 65% by May 2024.

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			
Strategy 1: Embed SEL strategies from the 7 Mindsets curriculum within ALL AVID classes, grades 9-12, on Fridays. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: Under School Connectedness, Student Engagement will increase from 38% to 50% based on Panorama survey's from Fall 2023 and Spring 2024.

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: Embed SEL strategies from the 7 Mindsets curriculum within ALL AVID classes, grades 9-12, on Fridays. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 on how they feel engaged in school. Strategy's Expected Result/Impact: Understanding and addressing why or why not students feels engaged in school. Staff Responsible for Monitoring: Principal, Counselor, all Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Work with teachers to ensure all lessons are engaging so that all students contribute in every class. Strategy's Expected Result/Impact: Students feel comfortable participating and engaged in their classroom lessons. Staff Responsible for Monitoring: Principal, Counselor, All Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 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 maintain a 100% CCMR rate for 2024.

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 at least 9 college hours by the end of their 10th grade year. Strategy's Expected Result/Impact: Most 10th graders will earn their CCMR point by the end of Semester 1 by passing their college classes taken since the beginning of their 9th grade year. A few need Semester 2 of their 10th grade year to earn at least 9 college hours. 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	Formative			Summative
	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. 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments. 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		Formative			Summative
		Oct	Jan	Mar	May
 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 4: The percentage of OCA student attendance will increase from 96.4% to 97.0% by the end of May 2024.

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. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Track student attendance weekly and for some at-risk students, track it daily. 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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: OCA will maintain a 100% graduation rate for 2024.

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			
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 2024 will graduate in May of 2024. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 2024 will graduate in May 2024 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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 2024. Strategy's Expected Result/Impact: All Seniors will graduate on time in May of 2024. 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		Formative			Summative
		Oct	Jan	Mar	May
		 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 6: OCA will increase its students earning an Associate Degree rate from 80% to 85% by May 2024.

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			
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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 7: 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
OCTECHS
2023-2024 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 70% by May of 2024.

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			
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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue scheduled meetings to facilitate weekly and recurring data reviews 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	Formative			Summative
	Oct	Jan	Mar	May
				566

Strategy 3 Details		Reviews			
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 lesson 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		Formative			Summative
		Oct	Jan	Mar	May
		 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 Biology testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% 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%, 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			
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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
		 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 Algebra 1 testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% 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			
Strategy 1: Campus leaders reviewed disaggregated 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: OCTECHS will increase End of Year RIT score Met or Exceeded individual Growth Projections based upon MAP from 56% to 58% 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, BOY, MOY & EOY.

Strategy 1 Details	Reviews			
Strategy 1: Campus Leadership Team will 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: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 I testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% 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			
Strategy 1: OCTECHS will continue to actively identify and target interventions and supports for students in English Reading and Writing so they will receive after school tutoring 2 days a week. Strategy's Expected Result/Impact: We will see a 5% increase of students reaching Mastery on the STAAR test. Staff Responsible for Monitoring: Teachers and Leadership Team. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
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 6: The percentage of English II testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% 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%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS will continue to actively identify and target interventions and supports for students in English II Reading and Writing so they will receive after school tutoring 1 to 2 days a week. Strategy's Expected Result/Impact: We will see a 5% increase of students reaching Mastery on the STAAR test. Staff Responsible for Monitoring: Teachers and Leadership Team. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
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 7: The percentage of U.S. History testers achieving Exceeds Standard on STAAR EOC will increase in Masters by 5% 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%

Evaluation Data Sources: STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS will continue to actively identify and target interventions and supports for U.S. History students so they will have the opportunity to attend after school tutoring 1 to 2 days per week. Strategy's Expected Result/Impact: We will see a 5% increase of students reaching Mastery on the STAAR test. Staff Responsible for Monitoring: Teachers and Leadership Team. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
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.

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			
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 and/or Sophomore 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Dual Credit Facilitators & the HS Counselor will meet with students to create a plan to increase student success on the TSI. Our goal is to have over 80% of our students passing the TSI by their Junior year of HS. 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		Formative			Summative
		Oct	Jan	Mar	May
		 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: 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			
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 drop-out and/or student failure 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 graduation rates. 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Improve student and family supports to facilitate monitoring of students and create a sense of connectedness and caring with 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		Formative			Summative
		Oct	Jan	Mar	May
 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			
Strategy 1: All OCTECHS Seniors will be enrolled in AVID and they will complete FAFSA, complete at least 3 college applications, complete their college program internship experience (if applicable), 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
				582

Strategy 3 Details	Reviews			
Strategy 3: OCTECHS and OC will increase the number of meaningful internships that will increase employment opportunities and we will invite Military recruiters to present to HS Seniors & Juniors throughout the school year. 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	Formative			Summative
	Oct	Jan	Mar	May
 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 with students from 62% to 65% by the EOY 2024.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: The percentage of student attendance will go from 95% to 95.5% by the EOY.

High Priority

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, 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 Daily attendance.

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS will continue to actively monitor daily attendance and contact parents & students when an absence is reported. We will continue to document these calls/notifications in Eduphoria for future reference if and when an attendance contract is needed. Strategy's Expected Result/Impact: We will continue to show 98% or better attendance throughout the school year. Staff Responsible for Monitoring: Teachers and Leadership Team. TEA Priorities: Recruit, support, retain teachers and principals, 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 - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
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: OCTECHS will increase school connectedness with Staff from 49% to 65% by the EOY 2024.

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 results.

Strategy 1 Details	Reviews			
Strategy 1: OCTECHS will continue to inform Staff about upcoming events and activities through the Week at a Glance, Staff meetings twice a month, and campus website. Strategy's Expected Result/Impact: We will increase faculty connectedness from 49% to 65% by the EOY 2024. Staff Responsible for Monitoring: OCTECHS Leadership Team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Ector County Independent School District
Odessa High School
2023-2024 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 percentage of students scoring meets or masters on the Algebra I EOC will increase to 61% as measured by 2024 STAAR.

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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: Improved Tier 1 Instruction	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals 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 masters on the English I EOC will increase to 61% as measured by 2024 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			
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 Principals, Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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: Improved Tier 1 Instruction Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 individual growth projections Math will increase to 58% as measured by 2024 MAP.

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			
Strategy 1: Teachers and students will track individual data using data trackers. Before testing students will set growth goals for each MAP session in fall, winter, and spring. Strategy's Expected Result/Impact: Students will understand individual growth. Increase in student growth Staff Responsible for Monitoring: Teachers/MCL/ Administration/ Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: RIT results will focus on grouping students with similar instructional readiness levels. Allowing teachers to focus on specific instructional areas within the subject. Strategy's Expected Result/Impact: Personalized instruction for students. Increase in student growth Staff Responsible for Monitoring: Teachers/MCL/ Administration/ Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 individual growth projections on Reading will increase to 58% as measured by 2024 MAP.

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			
Strategy 1: Teachers and students will track individual data using data trackers. Before testing students will set growth goals for each MAP session in fall, winter, and spring. Strategy's Expected Result/Impact: Students will understand individual growth. Increase in student growth. Staff Responsible for Monitoring: Teachers/MCL/ Administration/ Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: RIT results will focus on grouping students with similar instructional readiness levels. Allowing teachers to focus on specific instructional areas within the subject. Strategy's Expected Result/Impact: Personalized instruction for students. Increase in student growth Staff Responsible for Monitoring: Teachers/MCL/ Administration/ Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 masters on the English II EOC will increase to 75% as measured by 2024 STAAR.

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details		Reviews			
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: MCL,Principal, Associate and Assistant Principals, Instructional Coaches, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: 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: Improved Tier 1 Instruction Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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: The percentage of students scoring meets or masters on the Biology EOC will increase to 75% as measured by 2024 STAAR.

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
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: MCL, Principal, Associate and Assistant Principals, Instructional Coaches, Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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: Improved Tier 1 Instruction Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: The percentage of students scoring meets or masters on the US History EOC will increase to 75% as measured by 2024 STAAR.

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: Texas Academic Performance Report (TAPR)

Strategy 1 Details		Reviews			
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: MCL, Principal, Associate and Assistant Principals, Instructional Coaches, Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: 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: Improved Tier 1 Instruction Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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: Odessa High School students who meet at least one CCMR accountability indicator will have a projected increase to 27% for fall 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%, 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			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Senior English and Math teachers will present TSI tutorial information during class period. This will increase awareness and better equip students for TSI success. Strategy's Expected Result/Impact: Increase campus CCMR and Bonus points. Students will be prepared for post secondary education. Staff Responsible for Monitoring: Teachers/ Task Force TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: CCMR Task Force will be strategic on specific campus needs. CCMR Task Force will meet bi-weekly to focus on campus goals and progress. Strategy's Expected Result/Impact: United effort at the campus level to support student needs. Provide students with opportunities that will support post secondary goals. Staff Responsible for Monitoring: CCMR Task Force TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
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: Odessa High School graduation percentage will go from 78.5% to 88% for the class of 2024.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 to 63% for the 2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: The percentage of student daily attendance will go from 86% to 95% .

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. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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: Weekly report analysis and parent contact. Increase student attendance. Staff Responsible for Monitoring: Attendance clerks/Teachers/Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 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: Odessa High School will increase the goal of school climate to 63% for the 2024 school year.

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 Data

Strategy 1 Details	Reviews			
Strategy 1: Devote time and attention to develop and maintain relationships. Regular contact with students to help build social connectedness. Strategy's Expected Result/Impact: Principal/Campus presentations with students Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Ector County Independent School District

Pease Elementary

2023-2024 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: 56% 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			
Strategy 1: Teachers will use the data from several data sources (Istation, iRead, LLI, NWEA MAP results, Guided Reading, fluency folders, Espark, Saxon assessments, informal and formal 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, Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will backward plan lessons in Reading during grade-level planning times in order to ensure quality Tier 1 instruction, and activities, and reteach opportunities across the grade level. Staff Responsible for Monitoring: Instructional Coach, Assistant Principal, Principal, MCLs TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Instructional Coach - Title One School- Improvement	Formative			Summative
	Oct	Jan	Mar	May
 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: 78% 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			
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 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide personalized instruction in Math in order to meet individualized needs and promote individual growth. Workstations and small groups 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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: All students in Grades K-2nd will attend STEM classes once a week to improve their Science, Technology, Engineering, and Math foundations. Strategy's Expected Result/Impact: teacher-created assessments, NWEA Math MAP results, teacher observation Staff Responsible for Monitoring: Administrators, MCL, MTRT TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 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: 60% of all students in Prekindergarten will complete the 2023-2024 end-of-year Circle Assessment on track in Reading and 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: CLI assessments administered twice a year, teacher created assessments,

Strategy 1 Details	Reviews			
Strategy 1: PK will have an Opportunity Culture MRTT to provide individualized coaching to Instructional Facilitators on the grade level and lead PLCs. Strategy's Expected Result/Impact: Coaching and quality PLCs will assist in developing strong PK classrooms with more effective instruction. Staff Responsible for Monitoring: MRTT, Instructional Coach, Leadership team, Opportunity Culture coordinators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: PK teachers will visit other exemplary classrooms on campus and in the district in order to observe effective classroom management, routines, and curriculum implementation. Strategy's Expected Result/Impact: Improvement in classroom management and as a result improved academics Staff Responsible for Monitoring: Instructional Coach, Principal, Assistant Principal, PreKinder MRTT, TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: PK teachers will implement Time/Voice/Body strategies and incorporate Conscious Discipline within their classrooms. Strategy's Expected Result/Impact: Improved classroom management resulting in improved classroom academics Staff Responsible for Monitoring: Principal, Assistant Principal, MTRT, Instructional Coach, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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: 60% of all Kindergarten students in Reading 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			
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, HMH weekly assessments, LLI, Saxon assessments, 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 use 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, Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Instructional Coach - Title One School- Improvement	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups 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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				
				612

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			
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, HMH weekly assessments, LLI, Saxon assessments, 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 use 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, Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coach - Title One School- Improvement	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus-wide, teachers will provide personalized instruction in Reading in order to meet individualized needs and promote individual growth. Workstations and small groups will be tailored to meet individual student needs. Strategy's Expected Result/Impact: Individual student growth in reading in first grade.	Formative			Summative
	Oct	Jan	Mar	May

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 4: High-Quality Instructional Materials and Assessments, 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			
Strategy 1: Teachers will use the data from several data sources (NWEA MAP, Istation, HMH weekly assessments, LLI, Saxon assessments, 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 use 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Instructional Coach - Title One School- Improvement	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus-wide, 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	Formative			Summative
	Oct	Jan	Mar	May
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: 60% of all Prekindergarten students will complete the 2023-2024 school year on track on the end-of-year Circle assessment.

High Priority

HB3 Board Goal

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

Evaluation Data Sources: end-of-year Circle assessments

Strategy 1 Details	Reviews			
Strategy 1: PK teachers will visit other exemplary classrooms on campus and in the district in order to observe effective classroom management, routines, and curriculum implementation. Strategy's Expected Result/Impact: Improvement in classroom management and as a result improved academics Staff Responsible for Monitoring: Instructional Coach, Principal, Assistant Principal, PreKinder MTRT, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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: Staff belonging will increase from 50% to 65% on the spring 2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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: An AVID Site Team committee, comprised of various teachers, will collaborate to align the work of AVID and Blended Learning within classrooms.

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: Ensure all new teaching staff are trained in AVID implementation through the ECISD AVID GROW team. Strategy's Expected Result/Impact: Implementation and understanding of AVID strategies Staff Responsible for Monitoring: Administrators, teachers, AVID Site team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate WICOR strategies within their lessons. Strategy's Expected Result/Impact: Rigorous and equitable instruction Staff Responsible for Monitoring: AVID Site team, teachers, administrators.	Formative			Summative
	Oct	Jan	Mar	May
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: Increase student attendance to 94% in 2023-2024

High Priority

Indicators of Success:

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

Evaluation Data Sources: attendance records

Strategy 1 Details	Reviews			
Strategy 1: Establish an Attendance Committee that will meet monthly to review attendance records, establish a plan of action, and create incentives for attendance improvement. Strategy's Expected Result/Impact: Improved attendance percentage Staff Responsible for Monitoring: Attendance Committee, Leadership, TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The attendance committee will provide committee-made campus attendance trackers for teachers. Strategy's Expected Result/Impact: Attendance trackers will help make teachers aware of high-absence students. Staff Responsible for Monitoring: attendance committee, leadership, TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: The class with the highest weekly attendance will be recognized in the morning assembly. They will receive Amigo the mascot and the celebratory door hanger, and parents can eat lunch with their parents. Strategy's Expected Result/Impact: Attendance competitions will improve ownership with students, parents, and teachers. Staff Responsible for Monitoring: Administration, teachers, attendance committee ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District

Permian High School

2023-2024 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 percentage of students scoring meets or exceeds standard on Algebra I EOC will increase to 61% as measured by 2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
				621

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 50% as measured by 2024 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			
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 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 English II EOC will increase to 50% as measured by 2024 STAAR.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
		 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 Biology EOC will increase to 50% as measured by 2024 STAAR.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	May

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 5: The percentage of students scoring meets or exceeds standard on US History EOC will increase to 60% as measured by 2024 STAAR.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
		 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: The percentage of students meeting or exceeding the growth target will increase to 75% as measured by 2024 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			
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 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

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 7: The percentage of students meeting or exceeding individual growth projections will increase to 58% 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			
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 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 27% by 2024.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 63% by May 2024.

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			
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 by 5% 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 of 5% in 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	Formative			Summative
	Oct	Jan	Mar	May
 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 four-year campus graduation rate will increase to 90% for the Class of 2024.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
Reagan Academic Magnet
2023-2024 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: Reagan will improve STAAR growth from 97% to 98% for all subjects and tested grades.

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%, 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

Strategy 1 Details	Reviews			
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 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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 content areas.

Performance Objective 2: Kinder and 1st grade MAP scores in Reading and Math will be tracked to decrease students scoring below 40% from 3% to 2%.

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%, 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 RIT scores

Strategy 1 Details		Reviews			
Strategy 1: All students scored below 40% on MAP Reading will have additional tutoring times of 60 minutes per week with 30 minutes per session using LLI kits. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: Reagan will improve student Mastery on the STAAR test on Reading from 62% to 63% and on Math from 48% to 49%.

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: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Extra tutoring for students scoring lower than 50% on MAP RIT score. Strategy's Expected Result/Impact: Closing gaps in foundational knowledge Staff Responsible for Monitoring: Teachers, Instructional Coach, ILT 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 Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Extra tutoring for any student not meeting expectations or only meeting minimum expectations in STAAR 2023. Strategy's Expected Result/Impact: Students will improve their academic performance. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administration	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: To increase student mastery, administration is conducting targeted walkthroughs of foundational grades PK-2 with clear and concise 2-way feedback for teachers. Strategy's Expected Result/Impact: Building teacher capacity will lead to higher classroom performances, academically and socially. Staff Responsible for Monitoring: Instructional Coach, Administration, Teachers 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 use 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			
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 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 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			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				649

Strategy 3 Details	Reviews			
Strategy 3: Mastercard Celebrations students earn a mastercard every time they 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 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. Strategy's Expected Result/Impact: Improve reading skills. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Mastercard Celebrations Strategy's Expected Result/Impact: Students will work to show Master on SCA scores which will also improve STAAR scores. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 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. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	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. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: Reagan will increase our AVID certified teachers from 40% campus wide to 52% campus wide.

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			
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 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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: Reagan data from Panorama Survey will be used to guide needs of campus. Our focus will be on Social Awareness to raise our score from 79% to 80%.

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			
Strategy 1: Coffee with Principals monthly during the day, then Tea with Principals monthly during the evening. Strategy's Expected Result/Impact: Parents will have more connectiveness with Principals and administration with times accessible to stay at home and working parents. Staff Responsible for Monitoring: Administration, IC and counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Seven Mindsets will be used in all classrooms. Strategy's Expected Result/Impact: Students will have improved Social and Emotional Learning and increase their ability to describe their feelings. 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Seven Mindsets will be included in morning routine in every classroom. Strategy's Expected Result/Impact: Students will feel more connected to the school community and it will improve scores. Staff Responsible for Monitoring: Teachers, Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Monthly counselor visits to classrooms. Strategy's Expected Result/Impact: Students will be more comfortable with their emotions. Staff Responsible for Monitoring: Counselor and Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Character traits reviewed during announcements daily. Strategy's Expected Result/Impact: Students will understand and work to show character traits daily. Staff Responsible for Monitoring: Teacher, Counselor, Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Ector County Independent School District
Ross Elementary
2023-2024 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 percentage of students in K-5 achieving or exceeding their Math RIT growth goals will increase from 63% to 68% by May 2024.

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

Walk-Throughs and Feedback

PLCs (Planning and Data-Driven Instruction)

Practice Clinics

On-Going Coaching for All Staff

Strategy 1 Details	Reviews			
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, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: 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 planning will be supported by MCLs and there will be weekly Practice Clinics. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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 percentage of students in K-5 achieving or exceeding their Reading RIT growth goals will increase from 59% to 64% by May 2024.

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

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			
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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				
				663

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 2024, 44% of students will perform at the MEETS level in 3rd-5th Math STAAR.

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: 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			
Strategy 1: The 3rd - 4th MCLs will support teachers in successful classroom practices incorporating analyzing word problems. Strategy's Expected Result/Impact: The Opportunity Culture MCL will support the classroom teacher in improving classroom practices which will lead to student improvement. Staff Responsible for Monitoring: Administration MCLs	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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: Administration MCLs	Formative			Summative
	Oct	Jan	Mar	May
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 2024, 44% of students will perform at the MEETS level in 3rd-5th Reading STAAR.

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%

Evaluation Data Sources: 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			
Strategy 1: Ross 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: Administration	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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 TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
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 Kindergarten-2nd grade students reading on grade level according to Levels 5, 4, and 3 on istation will increase from 50% to 60%.

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
BOY, MOY, EOY MAP data
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			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 64% of K-2nd grade students will show growth on their Reading MAPS 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%, 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: 60% of 3rd-grade students will show growth on their Reading 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%, 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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: 40% of 3rd-grade students will perform at the Meets level on their Reading STAAR Assessment.

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
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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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 3rd-5th grade students will utilize AVID planners 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

Student Planners

Strategy 1 Details	Reviews			
Strategy 1: Students in 3rd, 4th, and 5th will utilize binders to help them with their organizational skills. Strategy's Expected Result/Impact: Students will be more successful with organization when working independently. Staff Responsible for Monitoring: Teachers Administration	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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: Ross will utilize SEL-focused strategies to increase school connectedness on Panorama Data from 67% to 75%.

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			
Strategy 1: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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: Counselor Teachers Administrations TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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: Ross will improve student daily attendance from 92.4% to 95%.

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

SchoolStatus
Volunteer Program (VOLY)
Teacher/Parent Conferences
Monthly Newsletters
Community Partnerships

Strategy 1 Details	Reviews			
Strategy 1: Ross will hold student and campus celebrations when the 95% attendance goal is reached. Strategy's Expected Result/Impact: Students and parents will be encouraged and motivated to be at school. Staff Responsible for Monitoring: PTA Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Student and campus attendance celebrations will be shared via social media. Strategy's Expected Result/Impact: Parents will be supportive of improving student attendance. Staff Responsible for Monitoring: Teachers Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
674				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Ector County Independent School District
Sam Houston Elementary
2023-2024 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 2024, the percentage of students in K-5 achieving or exceeding their Math RIT goal will increase from 56 to 65%.

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			
Strategy 1: Use the Data Driven Instructional process to analyze MAP Math data and ensure use of My Math Academy and I-Ready 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
				676

Strategy 3 Details	Reviews			
Strategy 3: Implement students leadership portfolios and student-led 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Sam Houston Trainer of Trainers will properly train new 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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 2024, the percentage of students in K-5 achieving or exceeding their Reading RIT goal will increase from 46% to 55%.

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			
Strategy 1: Sam Houston teachers and day tutor will provide LLI for Reading intervention to struggling students in k-5. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: 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: Growth in Istation Reading, MAP and STAAR Staff Responsible for Monitoring: MCLs, Administrators, 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 - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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 2024, 45% 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, Interim data, SCA, CBA, ISTATION and MAP

Strategy 1 Details	Reviews			
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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Campus Trainer of Trainers will ensure new teachers are trained and effectively using the ECISD Math framework 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: By May 2024, 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%, 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, Interim data, SCA, CBA, ISTATON 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: 55 % of K-2 students will show growth on their Reading MAP Assessment by May 2024.

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			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments				
 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: 60% of K - 2 students will read at or above grade level by May 2024.

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: ISTATON, MAP, Fluency checks, Running Records, Walk throughs

Strategy 1 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
				687

Strategy 3 Details		Reviews			
Strategy 3: Part Time Day Tutor will provide reading intervention to 2nd grade students. Classroom teachers will continue use of LLI. Strategy's Expected Result/Impact: Growth on MAP Reading RIT, increase in students reading on grade level Staff Responsible for Monitoring: MCLs, Administrators, Teachers, Tutor Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: Part Time Tutor - Title One School-wide - \$11,000		Formative			Summative
		Oct	Jan	Mar	May
 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: Sam Houston will provide strategic staffing and compensation systems during 2023-2024.

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			
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, Lever 2: Strategic Staffing Funding Sources: stipend allotments for MCLs, RAs and TRs - Local - \$84,000	Formative			Summative
	Oct	Jan	Mar	May
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: 55% of 3rd grade students will show growth on their Reading MAP Assessment in May 2024.

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 MOY and MAP EOY, Istation, SCAs, Interims

Strategy 1 Details	Reviews			
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: Increase in teacher knowledge of TEKS and DDI process Staff Responsible for Monitoring: K-3 teachers, MCLS 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: K-3 classroom teachers will target at risk populations using LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.	Formative			Summative
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: MAP Reading Growth, Istation Growth and increase in students reading on level Staff Responsible for Monitoring: Teachers, Tutor, 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 5: 40% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

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: MAP MOY and EOY, Istation, SCAs, Interim Assessments

Strategy 1 Details		Reviews			
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: Increase in Meets percentage on STAAR for 3rd grade Staff Responsible for Monitoring: MCLs, Administrators, Teachers Title I: 2.4, 2.6, 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		Formative			Summative
		Oct	Jan	Mar	May
		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 2023-24 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			
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	Formative			Summative
	Oct	Jan	Mar	May
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: 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 2024.

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			
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 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: part time day tutor - Title One School-wide - \$16,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

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				

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 2024, 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Sam Houston will implement student-led parent conferences to review Wildly Important Goals and progress 2 times per year. Strategy's Expected Result/Impact: parent engagement and increased student performance Staff Responsible for Monitoring: Administrators, MCLs, Teachers Title I: 2.5, 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 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: Sam Houston student attendance will increase from 91.7% in 2022-23 to 93% in 2023-24.

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			
Strategy 1: Monthly celebrations will be provided to classrooms with the highest percentages and will include parents. Strategy's Expected Result/Impact: Increase in campus attendance rate and student growth Staff Responsible for Monitoring: Counselors, Administrators, Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: snacks - Local - \$500	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will receive an attendance shirt each 9 weeks that they have perfect attendance. Strategy's Expected Result/Impact: Increase in campus attendance rate and student growth Staff Responsible for Monitoring: Administrators, Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: shirts - Local - \$500	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
San Jacinto Elementary
2023-2024 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: Students in grades 3-5 will increase the meets standard on STAAR Math from 52% to 60% across all tested content areas by the end of May 2024.

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%

Evaluation Data Sources: I-Ready Diagnostic Tests, SCAs, Interim Assessments

Strategy 1 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Think Up Resource- Math and ELAR - Title One School-wide - \$10,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize and track student outcomes using math and reading I-Ready diagnostic testing, mini-lessons, guided practice, and independent/assessments. Strategy's Expected Result/Impact: Students will be exposed to rigorous, TEKS aligned resources within Tier 1	Formative			Summative
	Oct	Jan	Mar	May

instruction. Staff Responsible for Monitoring: MCLs, Teachers, Administrators, Instructional aides, SPED teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 2: Campus MAP math fall to spring projected growth will increase from 58% to 65%

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			
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 58% to 63% 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, Lever 2: Strategic Staffing - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 28% to 55% 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, Lever 2: Strategic Staffing - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 3 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 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 65% 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			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: The campus will continue its consistent implementation of Saxon Phonics and 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: The campus will continue to purchase AR and encourage students to read and take quizzes. Strategy's Expected Result/Impact: 60% 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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Accelerated Reader - Title One School-wide - \$7,000	Formative			Summative
	Oct	Jan	Mar	May
 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: Students in grades 3-5 will increase the meets standard on STAAR RLA from 52% to 58% across all tested content areas by the end of May 2024.

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: I-Ready Diagnostic Tests, SCAs, Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: 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: 50% of 3rd graders, 55% of 4th graders, and 60% of 5th graders will meet standard on RLA STAAR (2023 STAAR RLA Meets: 3rd- 47%, 4th- 53%, 5th- 56%) 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Lone Star Learning Target RLA - Title One School-wide - \$6,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize and track student outcomes using math and reading I-Ready diagnostic testing, mini-lessons, guided practice, and independent/assessments. Strategy's Expected Result/Impact: Students will be exposed to rigorous, TEKS aligned resources within Tier 1 instruction. Staff Responsible for Monitoring: MCLs, Teachers, Administrators, Instructional aides, SPED teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers and administrators will track level 3-5 students for Istation Rate of Improvement and provide support and intervention for students who are declining in growth, which means they are not on track to attain a year's growth. Strategy's Expected Result/Impact: Level 3-5 students will increase to moderate growth K-5. Staff Responsible for Monitoring: Teachers, administrators, 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 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 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 3rd grade students achieving the meets standard on RLA STAAR will increase from 47% to 51% by May 2024.

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			
Strategy 1: The campus' K-2 reading MCL will provide continuous campus embedded support for K-2 teachers with the implementation and sustainability of Saxon Phonics and HMH vocabulary, reading comprehension, and writing in order to support the demands of 3rd grade knowledge and skills. Strategy's Expected Result/Impact: As 2nd grade students enter into 3rd grade, they will be more fluent readers and prepared to enhance reading comprehension and writing skills. Staff Responsible for Monitoring: MCLs, Teachers, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: All 3rd grade teachers will receive campus embedded support and training from the lead technology teacher, MCL, and administrators who will ensure online programs, such as Istation & Iready will be implemented with fidelity to provide rigorous, TEKS aligned reading and writing spiral review. 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, typing practice, and acquire skills that will enhance their success on STAAR RLA including the short constructed response and extended constructed response. Staff Responsible for Monitoring: Technology Support, Administrators. Teachers 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, 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, Lone Star Target RLA - Title One School-wide - \$6,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: The campus will continue to purchase AR and encourage students to read, check for understanding with peers, and take quizzes individually. Strategy's Expected Result/Impact: 60% 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: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Accelerated Reader - Title One School-wide - \$7,000		Formative			Summative
		Oct	Jan	Mar	May
 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 55% to 61% 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: 1st grade- 49%, 2nd grade- 42%, 3rd grade- 75%

Strategy 1 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Innovative staffing decisions, which includes MCLs and increased emphasis on teacher collegiality, will be made to build more 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Instructional Coach Exchanged for Opportunity Culture - Title One School-wide - \$75,000, Flex Aide Position Exchanged for Opportunity Culture - Local - \$33,000, Title One Funds to fund an MCL I position that will support 3rd grade reading and math teachers. - Title One School-wide - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
 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: 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: Amplify: mClass

Strategy 1 Details	Reviews			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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.	Formative			Summative
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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 75% to 78% for fall to spring projected growth.

High Priority

HB3 Board Goal

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			
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	May

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 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 92.4% to 95% by the end of May 2024.

High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Weekly and Monthly ADA School Status Reports

(2022-2023: campus attendance increased from 90.5% to 92.4%)

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

parents and filing truancy contracts as well as assisting with resources if needed. Staff Responsible for Monitoring: SAS Counselor, Social Worker, Counselor, Administrator, Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability				
 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: School connectedness will increase from 69% to 75% by the end of May 2024.

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: 3-5 Panorama Surveys

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 - \$1,500	Formative			Summative
	Oct	Jan	Mar	May
				718
 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: School Sense of Belonging will increase from 67% to 73% by the end of May 2024.

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: 3-5 Panorama Surveys

Strategy 1 Details	Reviews			
Strategy 1: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Create more opportunities and provide clear, timely communication for parents and family members to be apart of the campus' house system and explain the importance of campus Essentials and academic expectations. Strategy's Expected Result/Impact: An increase in parent participation at school-wide events and volunteer opportunities Staff Responsible for Monitoring: Administrators, students, teachers, parents, and counselor Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				720

Ector County Independent School District
Travis Magnet Elementary
2023-2024 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: The percentages of students in grades 3-5 achieving or exceeding their Math RIT goal will increase from 57% to 60%.

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			
Strategy 1: Teachers will use 2022 EOY Math MAP scores to collect data and create intervention plans to close gaps for the new academic year. The campus data wall will track progress throughout the BOY, MOY, and EOY MAP Math scores to show improvement. Strategy's Expected Result/Impact: Students will show growth and improve their data tracking skills throughout the year. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL. Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. Staff Responsible for Monitoring: Admin, Instructional Specialist, Content Leads Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support. Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title I - Title One School-wide - \$17,000	Formative			Summative
	Oct	Jan	Mar	May
 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: The percentages of students in grades 3-5 achieving or exceeding their Reading RIT goal will increase from 47% to 55%.

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			
Strategy 1: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation. Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, MCL and Teachers. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: ESSR state/federal funding from C&I for FEV High Yield Tutoring - ESSER III - \$60,000		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach, MCL, Tutors Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title I - Title One Instructional Continuity - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support. Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title 1 - Title One Instructional Continuity - \$17,000	Formative			Summative
	Oct	Jan	Mar	May
 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 of 2024, 35% of students will perform at the Meets level in 3rd-5th Math STAAR.

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 and MAP.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL. Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: 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, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support. Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title 1 - Title One Instructional Continuity - \$15,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Teachers will use Saturday Tutoring to close the achievement gap with extra one-on-one tutoring with high-priority students based on HB4545, SCA, MAP scores. Strategy's Expected Result/Impact: Student growth on MAP, STAAR and SCAs. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - Title One Instructional Continuity - \$12,000		Formative			Summative
		Oct	Jan	Mar	May
 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 of 2024, 30% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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 and MAP.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP and SCAs data for lesson planning, "backwards planning", lesson internalization and modeling to develop intervention plans and small group focus in weekly PLC meetings with Instructional Coach and MCL. Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title 1 - Title One Instructional Continuity - \$15,000		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation. Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: ESSR III - ESSER III - \$60,000		Formative			Summative
		Oct	Jan	Mar	May
 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: 45% of 3rd grade students will show growth on their Reading MAP.

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: MAP, SCA, Walkthrough Data, Intervention Groups

Strategy 1 Details	Reviews			
Strategy 1: 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, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. 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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Small group intervention groups (grouped by high, medium and low) will be pulled out three times a week by high quality tutors to assist students with individual learning gaps, reading skills and fluency. Strategy's Expected Result/Impact: Students will show an increase on SCAs and MAP and improve individual skills. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title I - Title One Instructional Continuity - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: All students will be provided high yield one-on-one FEV daily tutoring to assist with comprehension, fluency and closing individualized gaps. 45 minutes have been incorporated in the master schedule to ensure consistent implementation. Strategy's Expected Result/Impact: High Yield One on One tutoring will show growth in Reading skills and comprehension. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - ESSER III - \$60,000	Formative			Summative
	Oct	Jan	Mar	May
 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: 30% of 3rd grade students will perform at the Meets level on their reading STAAR assessment.

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, MAP.

Strategy 1 Details	Reviews			
Strategy 1: Instructional Coach and MCL will work with teachers on Tier 1 lesson planning, lesson internalization, backwards planning, delivery, and data-desegregation in weekly PLC meetings to incorporate rigor and improve content knowledge. Strategy's Expected Result/Impact: Improvement of quality Tier 1 instruction and intentional and data-focused reteaching and lesson delivery. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. 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: IC staffing at Campus - Title One School-wide - \$70,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Title 1 funds will be allocated to provide backwards planning on Saturday by grade level with Instructional Coach and MCL for teachers to intentionally plan, model and deepen their content understanding with one-on-one instructional support. Strategy's Expected Result/Impact: Teacher deeper understanding of content, lesson planning and lesson delivery. Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title 1 - Title One Instructional Continuity - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
				733

Strategy 3 Details		Reviews			
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, Whetstone and TTESS Evaluations. Face-to-face feedback will be provided to assist with coaching and improvement. Strategy's Expected Result/Impact: Quality Tier 1 Instruction evident in classrooms during Walk throughs and Observations Staff Responsible for Monitoring: Campus administration, Instructional Coach and MCL. 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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: 100% of students will utilize AVID planners to promote college readiness.

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: Walkthroughs by Admin and Leadership to verify use.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive training and expectations for AVID binder set up and organization. Strategy's Expected Result/Impact: Walkthroughs will move to showing more students engaged and organized. Staff Responsible for Monitoring: Assistant Principal and Teachers 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The administration will conduct weekly walkthroughs to audit consistent binder usage. Strategy's Expected Result/Impact: Students will demonstrate mastery of AVID binder organizational skills and strategies. Staff Responsible for Monitoring: Assistant Principal and Teachers Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
 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: School connectedness Panorama data will increase from 67% to 70%.

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: Panorama Fall and Spring Results

Strategy 1 Details	Reviews			
Strategy 1: School counselor and teachers will implement daily SEL lessons (7 Mindsets) every morning from 7:00-7:30 am to increase school connectedness, culture, attendance and overall student engagement. Strategy's Expected Result/Impact: Panorama Survey Results Staff Responsible for Monitoring: Counselor, Assistant Principal Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title 1 - Title One School- Improvement - \$5,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Travis Ambassadors will lead 7 Habits of Highly Effective Teens in the cafeteria twice a week to campus from 7:05-7:30 a.m. to promote leadership and school connectedness. Strategy's Expected Result/Impact: Higher Panoramay and Student Climate Results Staff Responsible for Monitoring: Sponsor and Counselor Title I: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
 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: Student daily attendance will increase from 92.7% to 95%.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Daily Attendance: SchoolStatus Daily Reports, District Attendance Awards

Strategy 1 Details	Reviews			
Strategy 1: Truancy Meetings will be held every two weeks with parents/guardians of students with chronic truanacies. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title I - Title One School- Improvement - \$5,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance Awards and Celebrations will be done every nine weeks to promote and celebrate attendance. Strategy's Expected Result/Impact: Improved attendance and overall student growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title 1 - Title One School- Improvement - \$5,000	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Ector County Independent School District
Wilson & Young Middle School
2023-2024 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 percentage of students scoring meets or exceeds standard on Algebra I will increase to 95% as measured by 2024 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%, 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: Benchmark, SCA, STAAR, Students Surveys

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: 8th grade students will have an embedded daily remediation and enrichment through Ranger Time. Students will utilize multiple resources including virtual tutoring. Strategy's Expected Result/Impact: Increase in STAAR meets/masters percentages Staff Responsible for Monitoring: Admin/MCL/teachers Title I: 2.4		Formative			Summative
		Oct	Jan	Mar	May
 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 masters standard on in 6th grade math will increase to 40% as measured by 2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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: Administrators/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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 masters standard on in 8th grade math will increase to 35% as measured by 2024 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			
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, MCL Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Mar	May
 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 8th grade English will increase to 35% as measured by 2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Administrators/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 5: 7th grade math will increase achievement scores to 50% meets as measured by the 2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				747

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: Wilson and Young Middle School will show an increase in student growth on STAAR from 66% to 85% as measured by the 2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

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 7: 7th grade ELAR will increase STAAR scores to at least 65% meets scores as measured by 2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 will increase Science meets scores to 65% as measured by STAAR 2024.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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 9: Wilson and Young will increase approaches in Social Studies to 70% as measured by STAAR 2024.

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
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.

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 27% on the 2024 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			
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 27%. Staff Responsible for Monitoring: Administrations, teachers, support staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We will decrease the number of student referrals from 739 to under 500 for the 2024 school year. Strategy's Expected Result/Impact: Better culture which will increase students success. Staff Responsible for Monitoring: Admin/teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: Annual student attendance will increase from 92.1% in 2022-2023 to 94.7% in 2023-2024.

High Priority

Indicators of Success:

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

Evaluation Data Sources: Focus attendance data

Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)

School status dashboard

Strategy 1 Details	Reviews			
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 94.7% Staff Responsible for Monitoring: Administration/clerk/teachers Title I: 2.5	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May

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 by 43% as measured on Panorama.

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: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue 757				

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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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 2023-2024 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			
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Ector County Independent School District
G.E."Buddy" West Elementary
2023-2024 Campus Improvement Plan

Board Goals

Board Goal 1: 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 students K-5 achieving or exceeding their Math RIT goal will increase from 60 to 65 %.

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, FEV utilized to grow students in areas indicated by MAP math.

Strategy 1 Details	Reviews			
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: Istation Monthly Math Growth - Students meeting Istation Goals Staff Responsible for Monitoring: MCLs Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD MATH Framework. Strategy's Expected Result/Impact: Monthly growth in Istation Students will meet Math Istation Monthly goals Staff Responsible for Monitoring: MCLs, Leadership team 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 1: 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 students K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 55%.

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, FEV will be utilized to meet student's needs as indicated by MAP reading.

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership team 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: Rigor in Lessons Growth in Istation Reading Staff Responsible for Monitoring: MCLs and Leadership Team 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Growth in Istation Reading Students meeting Istation monthly Goals Staff Responsible for Monitoring: MCLs and Leadership Team 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: 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 of 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.

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: EOY STAAR Data
Monitor MAP and Istation Math, SCA, CBA

Strategy 1 Details	Reviews			
Strategy 1: MCLs and leadership team 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: Math Map Growth and mastery of math learning objectives reflected in informal observations and DBAs Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group, and adhere to the ECISD MATH Framework. Strategy's Expected Result/Impact: Math Map Growth and mastery of math learning objectives reflected in informal observations, CSAs and DBAs Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 1: 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 of 2024, 35% of students will perform at the Meets level in 3rd-5th Reading STAAR.

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			
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: Rigor in lessons, growth in Reading MAP/Istation and mastery of learning objectives seen in SCAs and DBAs Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-5 classroom teachers will target at risk populations and implement with fidelity, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Growth in Istation, MAP reading and mastery of learning objectives in SCAs and DBAs Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 44% to 49%.

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			
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: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-2 classroom teachers and the reading coach will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: 49% of K-2 students will show growth on their READING MAP ASSESSMENT.

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			
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: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs. Strategy's Expected Result/Impact: Students will increase MAP EOY	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: 59 % of 3rd grade students will show growth on their READING 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%, 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			
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: Students will meet MAP growth goal Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs. Strategy's Expected Result/Impact: Students will increase MAP reading growth, Istation goal and show mastery of SCAs in ELAR. Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: 35% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

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			
Strategy 1: Students will receive FEV tutoring for 60 minutes a week, LLI intervention for 30 minutes a week and 60 minutes of Istation. Strategy's Expected Result/Impact: mastery of objectives in ELAR for SCAs, Istation growth Staff Responsible for Monitoring: Teachers, MCLs and leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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: Students will utilize Avid planners to promote college readiness.

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: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Teacher AVID Site Team Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation. Strategy's Expected Result/Impact: organization rigor Staff Responsible for Monitoring: AVID site team Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
 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: School Connectedness panorama data will increase from 62% to 67%.

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: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
Strategy 1: The 7 Mindset SEL curriculum will be implemented daily to 15 to 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers. Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive Relationships Staff Responsible for Monitoring: Teachers Counselor SEL Site Team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor. Strategy's Expected Result/Impact: Self Regulation Positive Relationships among All	Formative			Summative
	Oct	Jan	Mar	May

Problem Solving Skills Staff Responsible for Monitoring: Teachers 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 3: Student daily attendance will increase from 91.9 to 95%.

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: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Attendance grade level liaison will contact parents at two absences a month and document in Eduphoria on Contact form.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance liaisons will hold attendance celebrations once a month for students meeting 95% attendance. Strategy's Expected Result/Impact: 95% attendance EOY rate Staff Responsible for Monitoring: Grade level attendance liaisons Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Ector County Independent School District
Zavala Elementary
2023-2024 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: 58% of all students in Grades K-2 will meet or exceed their end-of-year individual growth projections in MAP 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: NWEA BOY, MOY, EOY, monthly Istation reports, HMH assessments, Short Cycle Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administrators will use Data Driven Instruction from various data sources (Saxon assessments, Istation, LLI, MAP results, guided reading, running records, fluency folders) to ensure quality Tier 1 instruction, to analyze student work to ensure mastery of learning objectives. Strategy's Expected Result/Impact: Rigor in lessons Growth in Istation Increase in their MAP growth score Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Reading 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Zavala will utilize Guided Reading, Istation, and LLI to provide individualized and differentiated lessons for students. Strategy's Expected Result/Impact: Increased MAP Growth Score Students will meet their monthly Istation goal Staff Responsible for Monitoring: Teachers Administrators Reading Coach Instructional Coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		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 2024, 58% of students, K-2nd, will reach their individual RIT growth scores in MAP 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 (beginning of year, middle of year, end of year), teacher created assessments

Strategy 1 Details		Reviews			
Strategy 1: Teachers and administrators will utilize Data Driven Instruction from various data sources (Guided Math, Do the Math) to provide individualized and differentiated lessons for students and to ensure quality Tier 1 instruction, to analyze student work to ensure mastery of learning objectives. The DDI process will be used to disaggregate MAP data. Strategy's Expected Result/Impact: Increased MAP math Growth Score Students will meet their MAP growth score Staff Responsible for Monitoring: Leadership Team 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Zavala staff members will provide Math TEKS training and strategies for parents to help their children at home. Parent Data meetings will be held twice a year. 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: All students in PreK-2 will attend STEM classes to improve their Science, Technology, Engineering, and Math foundations. Strategy's Expected Result/Impact: Teacher created assessments, teacher observation, NWEA Math MAP results Staff Responsible for Monitoring: Administrators, teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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: 65% of all Prekindergarten students will complete the 2023-2024 end-of-year Circle Assessment on track.

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: CLI assessments administered two times a year, teacher created interventions and assessments

Strategy 1 Details	Reviews			
Strategy 1: PreK teachers will use the data from the beginning of year CLI assessment to create stations and provide interventions to meet the needs of their students. Strategy's Expected Result/Impact: Student growth in the end of year CLI assessment Staff Responsible for Monitoring: Teachers, aides, instructional coach, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Weekly lesson plans will demonstrate strategies that teach letters, alphabet principles through interactive letter walls, morning messages, literacy groups, and independent centers. Strategy's Expected Result/Impact: PreK students will leave PreK with a strong literacy foundation Staff Responsible for Monitoring: Classroom teachers, aides, administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 60 % of Kindergarten-2nd grade students will read at or above grade level by May 2024.

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, Saxon assessments, Fluency checks, running records, guided reading, walk throughs

Strategy 1 Details	Reviews			
Strategy 1: PreK-2nd 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. PreK-2 grade teachers and the leadership team will attend the Elevate Conference to learn new strategies to improve instruction for the students they serve. Strategy's Expected Result/Impact: Effective lesson plans, instructional delivery and data analysis Staff Responsible for Monitoring: PreK-2 Grade 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title One School-wide	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: LLI and Soluciones intervention will be provided for struggling students 5 times a week for 30 minutes and Istation usage of 60 minutes a week. Strategy's Expected Result/Impact: Student progress on 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 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: 58% of all Kinder-2nd grade students will show growth on their Reading 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%, 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, NWEA MAP administered three times a year, HMH assessments, Saxon assessments, Short Cycle Assessments, fluency checks, running records, guided reading

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administrators will use Data Driven Instruction from various data sources (Saxon assessments, Istation, LLI, MAP results, guided reading, running records, fluency folders) to ensure quality Tier 1 instruction, to analyze student work to ensure mastery of learning objectives. Strategy's Expected Result/Impact: Rigor in lessons Growth in Istation Increase in their MAP growth score Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach, Reading Coach, Dyslexia Teacher, flex aides, instructional aides 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 Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Zavala staff will utilize Guided Reading, Istation, and LLI to provide individualized and differentiated lessons for students. Strategy's Expected Result/Impact: Student progress in monthly Istation tests and goals Increased MAP Growth Score Staff Responsible for Monitoring: Teachers Administrators Reading Coach Instructional Coach 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 Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 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: 65% of all Prekindergarten student will complete the 2023-2024 end of year Circle Assessment on track.

High Priority

HB3 Board Goal

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%

Evaluation Data Sources: End of year Circle Assessments

Strategy 1 Details		Reviews			
Strategy 1: PreK teachers will use the data from the beginning of year CLI assessment to create stations and provide interventions to meet the needs of their students. Strategy's Expected Result/Impact: Student growth in the end of year CLI assessment Staff Responsible for Monitoring: Teachers, aides, instructional coach, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Weekly lesson plans will demonstrate strategies that teach letters, alphabet principles through interactive letter walls, morning messages, literacy groups, and independent centers. Strategy's Expected Result/Impact: PreK students will leave PreK with a strong literacy foundation Staff Responsible for Monitoring: Classroom teachers, aides, administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue		790			

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: Zavala students will utilize AVID planners to promote college readiness.

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			
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 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Mar	May
 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: Student attendance will increase from 90.3% to 95%.

High Priority

HB3 Board Goal

Indicators of Success:

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

Evaluation Data Sources: Weekly reports

Attendance final year report

Strategy 1 Details		Reviews			
Strategy 1: Zavala staff (teachers, administrators, counselor, office staff) will contact parents and document in Eduphoria on contact form. Strategy's Expected Result/Impact: Attendance goal of 95% Staff Responsible for Monitoring: Administrators, classroom teachers, counselor, attendance clerks, parents Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: 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 Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue		792			

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: Staff belonging will increase from 78% to 85% on the spring 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			
Strategy 1: Establish campus committees to increase teacher voice on campus and promote teamwork. Strategy's Expected Result/Impact: Improve school climate and morale. Increase teacher retention. Staff Responsible for Monitoring: Administrators, committees TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Monthly staff luncheons, team building activities will be implemented to increase morale and staff connectiveness and a sense of belonging. Strategy's Expected Result/Impact: Improved school climate and morale. Increase teacher retention. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				



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 12, 2023

Ector County ISD Board of Trustees may take action on the Superintendent's Contract.

Administrative Recommendation:

Possible action to approve Superintendent's Contract.